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ABSTRACT

The National Advisory Council's annual report focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis; in this regard, the council recommends the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens. In support of this policy, the council submits specific recommendations: (1) to help improve the access of adult part-time students to these opportunities, and (2) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf. A major task of the council was to complete a congressionally mandated evaluation of Title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). The recommendations stemming from this evaluation are incorporated into the annual report. Appended to the summary of recommendations are: (1) a summary of supportive statistical data on adult part-time students, presented in narrative form, with an attached copy of the council's letter to United States senators, recommending appropriate actions, (2) a report from the Community Service and Continuing Education Program (Title I) to the council; and (3) a directory of State-supported Title I projects. (Author/AJ)

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EQUITY OF ACCESS

Continuing Education and the Part-Time Student

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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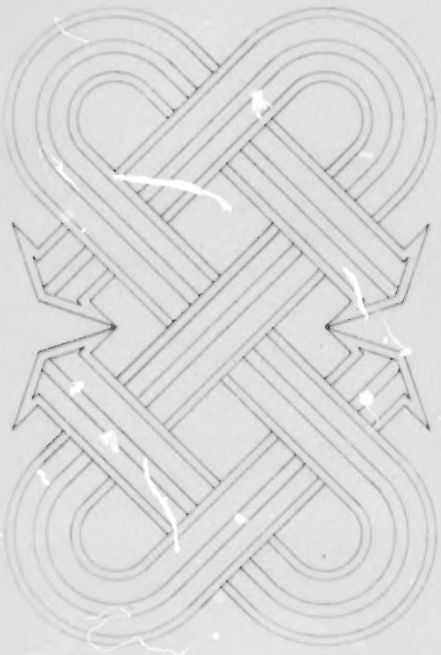

9th ANNUAL REPORT

NATIONAL
ADVISORY COUNCIL
ON EXTENSION
AND
CONTINUING EDUCATION

MARCH 31, 1975

CE 004 472

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THE NATIONAL ADVISORY COUNCIL
ON
EXTENSION AND CONTINUING EDUCATION
1325 G STREET, NW, ROOM 710
WASHINGTON, D.C. 20005
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March 31, 1975.

THE PRESIDENT,
The White House,
Washington, D.C.

DEAR MR. PRESIDENT:

At this time when, as you have said, there is so great a need for new bridges between those in the world of work and those in the world of education, I am pleased to forward to you the Ninth Annual Report of the National Advisory Council on Extension and Continuing Education, "Equity of Access: Continuing Education and the Part-time Student."

Our report this year focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis.

In this regard, your Council is recommending the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens.

In support of this policy, the Council is submitting specific recommendations: (a) To help improve the access of adult part-time students to these opportunities, and (b) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf.

During this reporting year, a major task of the Council has been to complete a congressionally mandated evaluation of title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). I am happy to report that we have succeeded in this task and are incorporating here, as part of our annual report, the major recommendations stemming from this evaluation.

Respectfully submitted,

ROBERT F. RAY,
Chairman.

THE NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

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Secretary

Acknowledgment

In assembling this report and for exemplary service to the Council during this past year, I wish to express my gratitude to my colleagues on the Council for their support and tireless efforts. In particular, I wish to commend Dr. Julius J. Mastro and Mr. Byron F. Fullerton and the members of their committees who have contributed so much to this report, including Mr. Gilbert Anderson, Mrs. Nancy M. Boykin, Dr. Weston R. Clark, Dr. S. I. Hayakawa, Dr. Armand L. Hunter, Mr. Kenneth T. Lyons, Honorable Nicholas A. Panuzio, Mrs. Evelyn Silas, and Dr. Preston Valien.

I would also like to commend the members of the Council who were responsible for our evaluation of the title I program, in particular Mr. Newton O. Cattell, title I committee chairman, Mr. Thomas W. Carr, Mrs. Ruth O. Crassweller, Dr. Charles H. Lawshe, Mr. Charles W. McDougall, and Dr. Dorothy Williams.

The Council is indebted to the work of its staff, Dr. Lloyd H. Davis, Executive Director, Mr. Richard F. McCarthy, Mr. C. Richard Parkins, Mrs. Harriet Chadayammury, and Mrs. Doris Potter.

A special word of thanks must go to Mr. Richard McCarthy who served as chief administrative officer of the Council for the period October 1, 1974, to February 3, 1975,

ROBERT F. RAY,
Chairman.

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A Report From the Community Service and Continuing Education Program (Title I of the Higher Education Act) for Fiscal Year 1974, to the National Advisory Council on Extension and Continuing Education.

Introduction

MANDATE This is the ninth annual report of the National Advisory Council on Extension and Continuing Education. As stipulated by section 110 of title I of the Higher Education Act of 1965, the Council is required to "* * * advise the Commissioner [of Education] in the preparation of general regulations and with respect to policy matters arising in the administration of this title * * *" and to review "the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, make recommendations with respect thereto, and make annual reports * * * to the Secretary [of Health, Education, and Welfare] and to the President."

The Council, therefore, has two specific mandates: (1) To advise on matters relating to title I ("Community Service and Continuing Education") of the Higher Education Act; and (2), on a much broader scale, to advise on certain matters relating to all Federal programs which provide assistance, in whole or in part, for extension and continuing education.

Our responsibilities clearly focus on Federal legislation and Federal programs. To advise on matters relating to these, however, requires a close familiarity with the implications of extension education, continuing education, and community service, and particularly as these relate to postsecondary institutions.

When the Higher Education Act was passed in 1965, and for many years thereafter, it was common to refer not to "postsecondary" institutions but to "higher" institutions. In the intervening years, much has happened within education to explain such a change. The growth of the 2-year community and junior college system, the inclusion of proprietary schools in the list of institutions eligible to benefit from various Federal programs, and the almost nomadic search by Americans of every educational background for more and more training related to their jobs and careers, have all helped to alert educational institutions to new responsibilities created by expanding educational needs.

THE NEW LEARNERS The gradual recognition of these responsibilities has encouraged many colleges and universities to alter, revise, and extend traditional educational programs. Some less traditional institutions, like the 2-year colleges, have developed their curricula partly in response to a new kind of student clientele and partly in response to midlevel training needs not currently available elsewhere. And still other institutions, completely new in design and structure and often called nontraditional institutions, have been created to offer a variety of alternate educational access routes to degree-seekers, credit-seekers, and learning-seekers.

Rather than insist that these new learning-seekers come to institutions for their formal educational activities, educators have experimented widely with structural formulas to deliver less formal education to whoever needs it, wherever it is needed, whenever it is needed.

The advent of adult part-time students as a major clientele for postsecondary institutions—some would insist that these are now the major clientele, at least in terms of numbers—presents, perhaps, the greatest challenge in decades to the resiliency of American postsecondary institutions in responding to the manpower training needs of the Nation.

The Federal Government has been generous in allocating special financial and technical resources to postsecondary institutions over the past 20 years. In two areas of concern to the Council, that of continuing education and community service, this Federal impact has often been decisive in enlarging institutional commitments to social needs.

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In previous reports of the National Advisory Council on Extension and Continuing Education, we identified with some care the impressive magnitude of the Federal interest in extension and continuing education. We reported in "A Question of Stewardship," our sixth annual report, and again in "A Measure of Success," our seventh annual report, that the Federal involvement in these areas was massive, involving virtually every agency of the Federal Government in a variety of ways that made coordination of the Federal effort virtually unmanageable and duplication of program effort frequently unavoidable.

Despite this governmentwide support of continuing education, the Council noted that the Commissioner of Education, the senior education officer of the Federal Government, had jurisdiction over only one-quarter of the more than 200 Federal programs identified by the Council as having extension and continuing education components. We estimated that these 208 programs involved a total expenditure of $8,280 million, with approximately $2,560 million of this used for extension and continuing education. Of this latter amount, $1,367 million was earmarked for various veterans' benefits.

This inability of the chief education officer of the Federal Government to exercise some program or regulatory control over so many educational activities of the Federal Government points to one dilemma which this Council has persistently confronted: the nonexistence of any clear public policy affecting Federal continuing education activities. These activities pervade the Federal Government, but do so without benefit of planning, policy, regulation, or coordination.

For the last 4 years, the Council has made periodic but systematic efforts to come to grips with the scope of the Federal effort in extension and continuing education and community service. As a current exercise, the Council is reexamining the extent of this Federal involvement and plans to publish separately an updated inventory of all those programs of the Federal Government that provide support to extension and continuing education and community service.

As in the past, this list will be based substantially on information contained in the "Catalogue of Federal Domestic Assistance." This information will be supplemented by additional information solicited directly from agency budget and program administrators whose more specific knowledge of individual programs will help us identify more precisely the exact nature and size of the Federal commitment to extension and continuing education.

TITLE I EVALUATION

During this reporting year, the Council has spent major portions of its time responding to a special congressional mandate to provide the Congress with a comprehensive, nationwide evaluation of title I of the Higher Education Act of 1965. This is the first time such a systematic evaluation has been conducted of the program that is now approaching a decade of existence.

In section 103 of the Education Amendments of 1972, the 92d Congress mandated the Council to,

> *"* * * conduct a review of the programs and projects carried out with assistance under title I of the Higher Education Act of 1965 prior to July 1, 1973. Such review shall include an evaluation of specific programs and projects with a view toward ascertaining which of them show, or have shown, (1) the greatest promise in achieving the purposes of such title, and (2) the greatest return for the resources devoted to them."*

The Council was required to report its evaluation no later than March 31, 1975, to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives. Such a report should include, the Congress said, in addition to the above evaluation of the programs and projects carried out with title I support, the following:

> *"* * * a description and an analysis of programs and projects which are determined to be most successful, and * * * recommendations with respect to the means by which the most successful programs and projects can be expanded and replicated."*

To undertake this effort, the sum of $250,000 was allocated to the Council by the Secretary of Health, Education, and Welfare. Soon thereafter, in March of 1973, the Council began in earnest its evaluation by conducting onsite reviews of 14 State title I programs and 50 projects therein. These reviews were

intended to gain an initial understanding of a cross section of title I activity in terms of problems covered, types of institutional sponsorship, geographic coverage, and methods used to reach project objectives.

One major purpose of this activity was to allow the Council to make more critical and systematic use of whatever data could subsequently be collected to supplement the Council's own evaluation of title I. In this regard the Council contracted the services of the firm of Peat, Marwick, Mitchell, Inc. PMM was asked to appraise the program on the basis of in-depth analyses of 25 title I projects preselected to represent proportionally the various characteristics of all title I projects. Through this technical assistance, the Council hoped to identify better those characteristics which are representative of "successful" projects.

During the course of this comprehensive evaluation, the Council submitted interim reports to the appropriate House and Senate Committees outlining for the committees the status of the evaluation and tentative findings resulting from it.

Also intermittently, the Council has shared the results of its evaluation with other professional associations and with individuals whose technical assistance on the evaluation was considered especially important. Among the professional associations whose representatives have cooperated with the Council in the evaluation have been the following:

- The Education Commission of the States
- The National Title I Steering Committee
- The Adult Education Association
- The American Council on Education
- The National Association of State Universities and Land Grant Colleges
- The National University Extension Association
- The American Association of Community and Junior Colleges
- The American Association of State Colleges and Universities
- The Cooperative Extension Service of the Department of Agriculture

After the Peat, Marwick, Mitchell evaluation was completed, and as other substantial inputs by individuals and associations were received, the Council determined that before it could make specific and reliable recommendations to the Congress regarding title I, a second, more limited survey on additional projects should be undertaken.

With the assistance of a team of experts from the Pennsylvania State University, a corrective analysis was undertaken, first, to assure the legitimacy of those criteria which were identified by the Council as being relevant to successful title I projects; and second, to help the Council apply more accurately the success indicators of the various categories into which title I projects fell.

The National Advisory Council on Extension and Continuing Education has completed this comprehensive evaluation of title I and, on March 31, 1975, simultaneous with the submission of this annual report, will submit its recommendations and major findings, with appropriate support material and appendixes, to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House.

As part of the Council's ninth annual report, we are including here, in their entirety and with appropriate comments, those recommendations and findings (see p. 7).

The submission of the results of this evaluation, we believe, comes at a most critical time for both the advocates and critics of the title I program. This title, along with the remainder of the Higher Education Act, is scheduled to be considered for reauthorization by this 94th Congress.

As greatly concerned as this Council is with the reauthorization of title I of the act, we are equally concerned with other portions of this act that relate directly to Council responsibilities and to those broad issues contained therein which—subject to reauthorization and funding—may determine for future years the disposition of Congress toward extension and continuing education, toward nontraditional studies and toward aid to the adult part-time student.

STUDENT AID

Title IV of the Higher Education Act, for instance, contains many of the student financial aid provisions of the Federal Government affecting educational opportunities at the postsecondary level. This Council and other professional associations have for years been reporting and criticizing the inadequate and oftentimes unfair Federal policies and practices affecting finan-

cial aid and other services to the adult part-time students.

The American Council on Education, for instance, has recently published the findings and recommendations of its considerably researched report on "Financing Part-time Students: the New Majority in Postsecondary Education."[1] This report concludes with convincing documentation that, for the first time in the history of American education, part-time students comprise the majority of students both in postsecondary institutions and in institutions of higher education.

Among the other conclusions drawn by the ACE report is that "part-time students on the whole are massively discriminated against in Federal and State student aid programs, social security benefits, institutional tuition rates and financial aid programs, and income tax requirements."

Our Council concurs in this conclusion. We feel that the spirit of the Higher Education Act, which is forcefully embodied in title IV's concept of educational opportunity grants, is transgressed when access to educational opportunities and equity of treatment in Federal legislation are denied individuals simply on the basis of their part-time status in educational programs.

On December 16, 1974, we communicated to various congressional leaders and administration officials our misgivings about the language incorporated into title IV of the Higher Education Act (see p. 29). We noted then that the Congress in recent years "has made major efforts to expand the scope of the act by extending eligibility for financial assistance to not necessarily the part-time student but to at least the half-time student." The Council particularly welcomed the recent action by Congress to appropriate as well as to authorize funds for use by half-time students in the basic opportunity grant program.

We noted, however, that three of the four financial assistance programs funded by title IV (the supplemental grant programs, the work-study program, and the direct loan program) were campus-based programs. In effect, this meant that Federal funds were distributed to postsecondary institutions, with these institutions given the authority to reallocate funds to those students whom they consider in financial need.

This formula, we said, "does not work to the advantage of half-time students. When competing for limited funds with full-time students, postsecondary institutions routinely give preference to full-time students over less than full-time students." We concluded from this that "eligibility for Federal financial assistance does not mean parity of access to this assistance."

We noted also the lack of consistency with which the act and title IV use the full-time equivalency formula in granting funds to institutions. "Although part-time students are included in the compilation of statistics to determine in some instances the grant allotment to institutions, in every instance," we noted, "the institutions themselves are under no compulsion to use these allotments in turn to aid the part-time student."

Our further observations regarding the disadvantaged status of adult part-time students is spelled out in greater detail on pages 13–29 of this report. Our general conclusion regarding their status, however, was earlier expressed in the aforementioned December 16 letter:

> *"Whether an individual proceeds with his education on a full-time or a part-time basis is essentially immaterial to his legitimate claims to first-rate educational opportunities. An education is no less valid because it is being pursued on a less than full-time basis. We further believe that a student's part-time status should not be used either arbitrarily or inadvertently to discriminate against him and his educational needs."*

The Higher Education Act was conceived as comprehensive legislation covering an array of educational programs. These included, of course, community service and continuing education, but included, as well, educational manpower training, facilities development, institutional development, curricular development, and technology transfer.

DELIVERY SYSTEM

Many of these program areas relate directly or indirectly to another major issue to which this Council has frequently addressed its attention, and that is the

[1] ***The National Advisory Council on Extension and Continuing Education wishes to commend the American Council on Education and its committee on the financing of higher education for adult students for their outstanding contribution to the field of continuing education.***

desirability of improved educational delivery systems. These systems are of critical interest to Federal legislators and administrators, because it is through these delivery vehicles that postsecondary institutions are able, or unable, to achieve many of the objectives of the Federal programs they have been called upon to assist in achieving.

Title I is most specific in this area. Expressed in that title is a national concern to improve the capacity of postsecondary institutions to work with communities in helping to ameliorate the varied and complex social problems confronting these communities.

This intent, however, is by no means restricted to title I of the act; implicitly, the intent appears again and again throughout the act. Indeed, this intent may be said to be implicit in a succession of legislative acts and congressionally authorized programs. Insofar as these legislative acts and programs encourage postsecondary institutions to apply their resources toward an amelioration of social problems, they help support, refine, or create at these institutions the means by which educational services are delivered to individuals and communities beyond the campuses.

Almost without exception, Federal activity bypasses direct support to these systems while at the same time depending on them indirectly for delivery of federally sponsored services. This has proved true in such diverse areas as law enforcement, drug abuse, urban development, juvenile delinquency, minority business, unemployment, and an endless sheet of additional program priorities that have received Federal Government support.

There are few individuals who believe that postsecondary institutions have either the resources or the inclination to solve every problem confronting society. There are equally few who believe that these institutions can do nothing in this regard. Most individuals, we would venture to guess, believe as we do: that the ability of postsecondary institutions to aid in the amelioration of community problems is limited.

This limited ability depends on a variety of factors: above all, a belief and a commitment that postsecondary institutions have a certain responsibility to apply their resources discreetly to problem areas where they may make a specific contribution toward solution. One area where institutions are especially equipped and which is generally recognized is the area of manpower training.

Training alone, however, may not be sufficient. The deployment of trained individuals, and the special institutional resources to which they have routine access, must be reflected somehow in an institution's ability to reorganize its administrative structure to accommodate the application and sharing of individuals and resources with communities external to the institutions themselves.

Our interest in the Higher Education Act in this regard was expressed in a statement sent by the Council to various congressional and administration officials on January 21, 1975, in which the Council stated that "community service is a complex educational activity that requires special manpower and programs, utilized and applied through diverse administrative arrangements."

PUBLIC SERVICE

In communicating this observation, the Council expressed its belief that a concept of service—public service—lies at the heart of the sometimes extraordinarily productive working relationship binding Federal and State Governments to universities.

Through the reauthorization of the Higher Education Act, we feel, the Congress has at its disposal the opportunity to make a timely contribution toward the reinforcement and expansion of its own commitment to this relationship, for the good of society.

In that same communication, we stated that "the basis for improved public service is implicit throughout all of those portions of the Higher Education Act that promote research demonstration, university-based technical assistance programs, technology transfer and institutional cooperation with nonacademic organizations and agencies. Perhaps the concept is nowhere better expressed," we concluded, "than in the thrust of the act to address the special educational needs of the socially, culturally, and economically disadvantaged."

This combination of the Council's concerns for continuing education, extension education and community service, we feel, delegates to the Council a special responsibility to help better relate the world of education to the world of work. The previously mentioned report of the American Council on Edu-

cation, and an earlier report by the Commission on nontraditional studies called "Diversity by Design," state clearly the preeminence given to job- and career-related objectives by those adults who choose to continue their education. This conclusion is fully confirmed by our own examination of the status of adult part-time students beginning on page 13.

Although there are many equally valid reasons why individuals, whether professionals, paraprofessionals, or laborers, continue their education, none supercedes the desire by individuals to initiate or improve their employment possibilities.

The Council's concerns for these individuals and their work-related educational activities are implicit throughout our evaluation of the title I program. They are reflected in our recognition of the intermediate objectives of community service and the need for an improved educational delivery system. These concerns are self-evident in our statement on aid to adult part-time students.

The Council intends to communicate its further thoughts on this subject in the coming reporting year. We will do so on matters deemed important to the Council and we will do so on matters deemed helpful to the Congress and the administration as appropriate circumstances develop which will allow us to communicate our thoughts in a timely and positive manner. □

Summary of Recommendations

In Section 103 of the Education Amendments of 1972, the 92d Congress asked the Council to undertake a comprehensive evaluation of the title I program of the Higher Education Act ("Community Service and Continuing Education"). This evaluation was submitted to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives on March 31, 1975.

What follows as part A of this section are the recommendations resulting from this evaluation. They are summarized here in their entirety. The evaluation itself was published independently of the Council's annual report and is available upon request to the Council.

Part B of this section consists of the Council's further recommendations affecting the status of adult, part-time students, the need for a public policy in support of lifelong learning, an assessment of the financial needs of adult, part-time students, and the broad outline of measures that would support legislation to develop the manpower needed at the postsecondary level to carry out expanded extension and continuing education activities.

PART A: Recommendations Relating to Title I of the Higher Education Act of 1965

In expressing a fundamental and persistent concern of Americans for relevance in education, President Ford in his Ohio State University speech of August 30, 1974, called for a "new alliance between the world of education and the world of work." By urging "a real partnership between the academic community and the rest of our society," the President was echoing a need of Abraham Lincoln's day that led to the establishment of the Land Grant University system to serve the "liberal and practical education of the industrial classes in the several pursuits and professions of life," or the theme expressed a century later by Lyndon Johnson when he remarked that "the role of the university must extend far beyond the ordinary extension-type operation. Its research findings and talents must be made available to the community."

Today we face new challenges and new problems. Society is far more urban, more complex, more diverse, with a vast expansion of educational institutions—requiring a review of old approaches and a search for new—all aimed at bringing the world of higher education and the problems and needs of people in their everyday lives closer together. A system in which the doors of our colleges and universities are open in service to all who can use their knowledge, a system in which the faculties and students become directly involved in helping people solve the real problems of the real world, has been a reemerging goal of higher education. Title I is a contemporary expression of that goal.

In recognition of these underlying assumptions about the role of postsecondary institutions in the contemporary world, the Council recommends the following:

Recommendation One: That the President establish a Bureau of Continuing Education and Community Service within the Office of Education to provide a national focus for Federal programs concerned with education for adults in the world of work and for other postsecondary nontraditional education programs. The responsibilities of the Bureau would include:

—the administration of title I of the Higher Education Act;

—the administration of programs relating to the financial and educational needs of adult part-time students;

—a central information or clearinghouse function concerning continuing education and community service projects and programs supported by Federal funds;

—coordination with other Department of Health, Education, and Welfare and Federal programs having similar or related concerns;

—the administration of experimental or demonstration programs to make postsecondary education more relevant to the practical needs of adult part-time students and also to communities in using education resources to solve social and economic problems.

* * * * *

Recommendation Two: That the National Advisory Council on Extension and Continuing Education have responsibility for advising the Secretary of the Department of Health, Education, and Welfare on programs relating to the financial and education needs of all adult part-time students in postsecondary education. This new responsibility will be in addition to and equal in importance to that of advising on the administration of title I of the Higher Education Act and that of reviewing the administration and effectiveness of all federally supported extension and continuing education programs.

* * * * *

Recommendation Three: That Congress reauthorize title I of the Higher Education Act at the currently authorized level of $50 million annually.

* * * * *

Recommendation Four: That Congress amend title I of the Higher Education Act to:

—provide new legislative authority for national emphasis programs that would provide such sums as necessary to the Commissioner of Education to be allocated to and administered by the States to expand and replicate projects and programs that would have national or regional impact. Such programs and the funds required to finance them would be requested by the Commissioner at the time of the annual budget request for title I (HEA);

—provide for an allocation of 5 percent of appropriations under title I (HEA) to the Commissioner of Education for the purposes of providing technical assistance to State agencies for program development, operational planning, and evaluations designed to improve the State administration of the program;

—permit an increase in the administrative allotment to each State from $25,000 to $40,000 to provide resources to State agencies for developing operational program plans and conducting periodic evaluations of State title I (HEA) operations.

—complement such action by steps to strengthen the State planning effort for all of postsecondary education so that State priorities for continuing education and community service may be elicited and communicated to the State title I agency.

—authorize State agencies to use annually up to $75,000 or 20 percent, whichever is less, from State allocations to develop the capacity of a select number of postsecondary institutions to engage in community service and continuing education programs not otherwise available. Such grants to institutions would:

—not exceed $25,000 or be available to a single grantee for more than 3 years;

—be matched by the recipient institution(s);

—require a commitment from and demonstration of the recipient institution's capacity to maintain the level of effort in continuing education and community service established by the grant;

—be awarded on the basis of a specific program plan;

—be evaluated by the State agency providing the grant.

—require all States to have advisory bodies specifically designated to consult with and assist the agency administering title I (HEA). Such bodies should be representative of the community and not comprised of membership from educational institutions in excess of one-third of their total membership.

* * * * *

Recommendation Five: That the Office of Education provide technical assistance and publish guidelines to improve the operations of State title I programs. Such assistance and guidelines would pertain to:

—improving the planning and project selection processes of State agencies, including the stipulation that arbitrary limits upon the level of

funding or duration of project grants do not constitute valid bases for project proposal approval;

—improving the operations of State title I advisory committees;

—improving communications between the national title I office and the States and among the States to encourage the sharing of information about title I projects and programs;

—encouraging and assisting State agencies in initiating projects to be conducted by eligible institutions within the States.

PART B

Based on its analysis of the met and unmet needs of adult part-time students and its longstanding interest in policies affecting continuing education, the Council further recommends the following:

Recommendation Six: A national policy on lifelong learning (see p. 10).

Recommendation Seven: Aid to the part-time student through amendments to title IV of the Higher Education Act of 1965 (see p. 10).

Recommendation Eight: An assessment of the financial needs of part-time students (see p. 11); and

Recommendation Nine: Measures to develop a continuing education act (see p. 11).

The Council is impressed with the findings of the American Council on Education's study, "Financing Part-time Students: The New Majority in Postsecondary Education," in which ACE reports that adult students participating in postsecondary education on a part-time basis comprise the majority of students at both institutions of higher education and postsecondary institutions.

The Advisory Council's own study on the needs of these students, which appears in appendix A of this report, confirms and supplements many of the conclusions of the ACE report. The Council's study attempted to assess the needs of both currently enrolled part-time adult students and those other adults who have expressed an interest in study at the postsecondary level but who are not now participating in such activities. Among the findings reached by the Council were these:

" * * that there are significant differences between actual participants in adult education and nonparticipants. Participants are younger than nonparticipants; a greater proportion of them are employed than nonparticipants; and they are certainly better educated than nonparticipants. There is a disproportionately high participation in continued learning among whites, and a disproportionately low participation by blacks.*

"Interest in further learning among adults appears equally balanced between men and women, with men showing a higher interest in programs related to their career advancement, while women, like blacks, show a higher interest in programs leading to new jobs.

"Participants are more likely to participate at the next highest level of their educational attainment, thus making postsecondary institutions the likeliest focus of learning opportunities. Nonparticipants tend to shy away from postsecondary institutions and look more to the public schools and other community organizations for their educational advancement. In both cases, however, community located learning resources are of paramount importance.

"Although work-related educational programs are singled out by both participants and nonparticipants as of first importance, a proportionately higher number of participants than nonparticipants is inclined to participate in recreational activities as well. In contrast, would-be learners are more specifically interested in learning vocational skills.

"Without question, the combination of 'cost' and 'time' have proved to be the greatest barriers to further education to both participants and nonparticipants. Among nonparticipants, women are more likely to single out the cost factor as a barrier, whereas men more frequently cite time as a barrier.

"Nonparticipants' interest in participating in further education increases significantly as their levels of income and education increase. General interest by both groups declines, however, as adults pass through their thirties.

"Interest among participants and nonparticipants in the methods of learning run parallel in many areas. Exceptions appear to be the inclination by the former to use postsecondary in-

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stitutions and by the latter to use public schools and other community organizations for their educational activities. Also, nonparticipants show a greater interest in receiving credit or some other form of recognition for their potential involvement in education programs. This contrasts with participants who, in fact, receive less recognition through credit, certificates, degrees, and diplomas.

"Nonparticipants show greater interest in on-the-job training opportunities, although among both groups there is an almost universal preference for the more traditional classroom, lecture, and workshop approaches to education. There is little evidence of interest in the more nontraditional learning modes, such as correspondence courses, media presentations, etc.

"Both groups indicate strongest preference for courses that meet once a week for up to 4 hours per week, although a significant minority says it would consider participating in programs in excess of 4 hours per week. Again, first preference is for a course that runs from 1 to 6 months, with second preference for courses or programs that run to 12 months of the year.

"Of significant importance to nonparticipants and—on a lesser scale—to participants, is the availability of such institutional services as personal and career counseling and testing and evaluation of competencies. Of even more importance to nonparticipants may well be the need for a concerted effort to publicize the availability of learning opportunities and to recruit more actively potential learners into learning programs."

In light of the magnitude of interest expressed by adults in continuing their education and in gaining equity of access to learning opportunities, the National Advisory Council on Extension and Continuing Education further recommends:

Recommendation Six: That the 94th Congress of the United States adopt *as a matter of public policy* the following declaration in support of the lifelong learning needs of the people of the United States:

To Establish a Policy of Lifelong Learning

Congress declares that it is in the National interest that opportunities for lifelong learning through continuing education be available to all citizens without regard to previous education or training; and that considerations of sex, age, social and ethnic background, or economic circumstances shall not restrict the access to all of such opportunities to any individual. In order to promote the continued vitality of our free society, it is also recognized that continuing education programs which extend lifelong learning opportunities will be necessary in order to allow all people to improve their personal well-being as well as their participation in the civic, cultural, and political life of the Nation.

For purposes of this Act, continuing education is defined as any planned, purposeful education activity which furthers, through full- or part-time programs sponsored by lawfully designated and accredited education institutions, the acquisition of knowledge, skill, personal awareness, or professional development, as well as the concerns of the community or Nation for which educational services are appropriate.

* * * * *

Recommendation Seven: That the following amendments be made to the student financial assistance provisions of title IV of the Higher Education Act in support of the educational needs of adult, part-time students:

—That section 411 of title IV, which determines eligibility for participation in the basic opportunity grant program, be further amended and strengthened to include specifically part-time students who are attending institutions on a less than half-time basis;

—That section 413, which authorizes the supplemental educational opportunity grants, be amended to provide eligibility for part-time students who are attending institutions on a less than half-time basis;

—That students participating in academic programs in excess of 5 years be eligible to receive supplemental grants; and

—That the full-time equivalency formula used to determine allocations to institutions be augmented with a proviso that would require institutions to include as beneficiaries of these grants the part-time students upon whom the FTE formula is based;

—That section 427, which determine eligibility of

student borrowers of federally insured student loans be amended to include students who are attending institutions on a less than half-time basis.

* * * * *

Recommendation Eight: The Council draws attention to the fact that adults who are currently participating in continuing education on a part-time basis at the postsecondary level and adults who are not now participating in such activities but who have indicated an interest in doing so, have singled out "cost" as the major barrier to their further education.

By passing the Higher Education Act of 1965, the Congress reconfirmed its belief in the concept of equal educational opportunities for all. It is evident, however, that educational opportunities are not available to all when significant segments of the adult population are either prevented from continuing their education, are discouraged from doing so, or are hampered from so doing because of financial restrictions.

To help the Congress determine the appropriate Federal role in financing postsecondary education, the 92d Congress established the National Commission on the Financing of Postsecondary Education. The report of this Commission, "Financing Postsecondary Education in the United States," left largely untouched and wholly unresolved the question of aid to nontraditional, part-time adult students.

The Council therefore recommends that the Congress review the current standards of student needs assessment and their application to the less than half-time student and authorize and fund a major study that would assess the special financial needs of adults who by choice or necessity pursue their education on a part-time basis.

* * * * *

Recommendation Nine: The evidence cited by the Council in this report regarding the met and unmet needs of the adult population for more education is sufficiently strong to warrant priority consideration for the development of an enlarged professional manpower whose sole purpose would be to identify and to serve the special needs of adult students.

If postsecondary institutions are to respond better to the educational requirements of adult part-time students, and at the level of excellence and commitment with which these same institutions respond to the needs of the regular and more traditional full-time students, then it is the Council's conclusion that a core of trained manpower is urgently needed to direct that effort.

Part-time students in postsecondary institutions are increasing at a rate that is 2.3 times faster than that of full-time students. Moreover, in 4-year colleges and universities, this rate is now approximately 3.5 times faster. Although part-time students have been a staple feature of most postsecondary institutions for many decades, their numerical increase in recent years has been dramatic.

To provide essential services to these students, postsecondary institutions have drawn heavily from their regular full-time teaching staffs and from other sources outside the institutions altogether. As welcome and as needed as this support is, these individuals may not always be prepared to make the kinds of long-term commitments to the education of adult students which would lead to the sustained development of nontraditional education programs and the provision of badly needed career and education counseling services.

The Council proposes, therefore, that in the area of nontraditional education for nontraditional students, the Congress support the training and development of the appropriate manpower to meet the needs of adult part-time students at the postsecondary level. We urge the Congress to support a comprehensive continuing education bill that would encompass the following concepts in support of these activities:

To help postsecondary institutions achieve these goals and to foster expanded and improved opportunities for lifelong learning, we recommend support of the following provisions:

A. The means: (1) To strengthen the capacity of colleges and universities to perform effectively within the broad range of federally supported community services programs, and (2) to enable colleges and universities to: (*a*) Generally make available higher continuing education opportunities to the people; (*b*) develop programs designed to serve those who exercise leadership in our society; (*c*) foster continuing education programs which provide lateral and vertical occupational mobility; and (*d*) supply supportive service to other institutions and

organizations which provide the people continuing education opportunities.

B. *Financial Support:* There are many statutes that could be amended to allow need-based support for educational grants and loans for adult students involved in postsecondary programs for credit and not for credit. Among these are the Social Security Act and the Internal Revenue Code. Specifically, the student aid provisions of title IV of the Higher Education Act could be amended to authorize and to fund more fully the inclusion of part-time students, including less than half-time students, in the various provisions of the title (see Recommendation Seven).

C. *Improved Resources for Individual Instruction:* Although major breakthroughs have occurred in the development of sophisticated educational technologies and in the use of the mass media to reach mass audiences, the majority of adults remain reluctant to use these techniques to further independent study activities. Adults prefer to use conventional teaching devices with which they are already familiar rather than new devices which may be more effective and suitable to their needs but with which they are unfamiliar.

Federal support is recommended for research in order to develop more effective learning packages, including audiocassettes, video tape recordings and broadcasting in concert with correspondence and other forms of self-learning, and to propagate the efficiency of these learning packages in ways that will motivate adults to use them more substantially. The objective of this research is to foster independent instruction and to make learning opportunities more readily available—at a reasonable cost—for those individuals in society who are not now being best served by the more conventional systems of instruction.

D. *Fellowships To Expand the Faculty Base:* Graduate fellowships should be made available to persons who now pursue or who plan to pursue a career in extension and continuing education. These fellowships should be available for study at either the master's degree or doctoral levels and should be usable at institutions offering specialization in higher continuing education.

E. *Counseling:* The educational counseling services needed by adult students continuing their education differ markedly from those required by regular oncampus students. To increase the number of skilled counselors for adults to advise on educational programs, each institution conferring advanced degrees in educational counseling should be eligible for fellowships which it can award to graduate students at that institution.

F. *Disseminating Results of Federally-Funded Research Programs:* The transfer of knowledge to the ultimate users through programs of extension and continuing education is the vital link between the universities' reservoir of knowledge and those who must apply this knowledge to community and national problems. With prominent exceptions like the cooperative extension program and the national sea-grant program, few Federal programs focus on improving an institution's capacity to extend research byproducts as a community service.

Research grants in extension and continuing education should be made available with preference given to those projects or institutions which combine research with well-developed plans and capabilities for best extending the results of that research to the appropriate clientele groups.

G. *Program Development Assistance:* Institutions and consortia should be eligible for project grants designed to help meet the costs of developing and delivering new programs and program concepts for educational efforts designed to: Meet the continuing education needs of the unemployed; the continuing education needs of women; the continuing education needs of community leaders; and the continuing education needs of scientists, engineers, and other professionals whose skills have become obsolete or surplus as a result of structural changes in the economy. □

Adult Part-Time Students: the Met and Unmet Needs

The exact nature and extent of demand in continuing part-time education programs is clear neither to educators in the traditional system nor necessarily [clear] to the users and potential users of these programs. Much of the potential demand is still unmet by current programs and remains latent in the population. In education where private profit incentives are muted and competition does not lead automatically to consumer responsiveness, preferences will not necessarily be discerned.

MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION.

The major change occurring in postsecondary education today is not the kind of change that is subject either to institutional direction, to Government regulation and control, or to the manipulated forces of the public marketplace. The change does not result from a determined set of educational principles nor can it be called correctly—as some do—an educational revolution. If it is a revolution, it is essentially a leaderless one. The change does not respond to clearly stated public policies, has no single institutional base, reaches no set of expressed objectives and is developing according to no systematic criteria of development.

POPULAR MOVEMENT

And yet the change taking place in postsecondary education is about as popular a mass movement as postsecondary education has ever experienced. The people responsible for the change—the consumers of education—share little in common with each other except for the fact that they are *adult* students who are continuing their education on a *part-time* basis.

Education for full-time students, regularly enrolled in courses or programs for terminal degrees at residential institutions, is clearly not the focus of this popular student movement. The adult, part-time students, whose needs do give thrust to this movement, exist in such large numbers and demand such a variety of educational services, that all of the resources of postsecondary institutions together are insufficient to meet their demands.

Public schools, proprietary institutions, industry and business, community and social organizations, and civilian and military government agencies have all joined in developing or supporting continuing education opportunities for adult, part-time students—and even this effort, nationwide, is insufficient to meet the obvious demands for more education by more individuals.

In 1972, at least 1 out of every 10 adult Americans participated in continuing education programs. In 1957, only 1 out of 13 Americans participated in such programs. The National Center for Education Statistics, in conjunction with the U.S. Bureau of Census, estimates that in 1972, 15.7 million adult Americans engaged in some formally organized educational activity.

Of these 15.7 million individuals, 85 percent had completed their high school education, all were over 17 years of age and all had continued their education on a part-time basis. Postsecondary institutions were able to respond to about half of the educational needs of this population. Collegiate institutions (4-year colleges and universities) enrolled 5.9 million

adult, part-time students in 1972, a 35-percent increase from 1969. Some 2-year institutions and private postsecondary vocational and trade schools enrolled an additional 1.4 million adults.

If 15.7 million adults participated in continuing education in 1972, and if an additional 11.6 million adults 17 years or older were engaged in full-time study, then 112 million adults did not participate in any form of adult education.

EIGHTY PERCENT NONPARTICIPATION

If 80 percent of the adult population did not participate in some kind of formal educational activity, then the observation of the Massachusetts Advisory Council on Education regarding the unmet needs of even broader segments of the American adult population may indeed be ominous.

Postsecondary institutions have been able to meet many of these needs. The dramatic findings of the American Council on Education's report, "Financing Part-time Students: The New Majority in Postsecondary Education," is the clearest indication yet of the extent, depth, and characteristics of the new student population at these institutions. Among other conclusions reached, the American Council on Education reports that for the first time in history, adult, part-time students comprise the majority of students enrolled in both postsecondary institutions and in institutions of higher education.

Among the enrollment trends cited by the study are the following:

> *"Since 1969 more students have participated in postsecondary education on a part-time basis (credit and noncredit) than on a full-time basis by a substantial margin (55.0 versus 45.0 percent in 1969 and 57.5 versus 42.5 percent in 1972). Between 1969 and 1972 the number of part-time students in postsecondary institutions increased at a rate 2.3 times faster than full-time students (20.4 percent part-time versus 8.8 percent full-time).*
>
> *"In 1972, for the first time in American history, approximately half of the students (degree credit, nondegree credit, and noncredit) in postsecondary institutions of higher education participated on a part-time basis.*
>
> *"The rate of increase in numbers of collegiate part-time students between 1969 and 1972 was 3½ times as great as for full-time students (35.3 versus 10.1 percent).*
>
> *"Enrollments of collegiate part-time students are increasing more rapidly in 2-year institutions and in graduate programs than in other segments of the field. In 1972, 63.1 percent of graduate students attended on a part-time basis."*

The presence of so many nontraditional students on campuses that have grown accustomed to serving the needs of the more traditional full-time degree-seeking student has had its consequences. At a time when regular full-time enrollments are leveling and institutional budgets are proving inadequate to serve current and traditional needs, the advent on campus of the adult, part-time student has provided at least a temporary solution to many institutional enrollment and budgetary problems.

PLANNING DIFFICULTIES

In response, many institutions have seriously reviewed their commitments to the education of part-time students and have opened up their physical, technical, and manpower resources—as never before—to the education of adults. Planning for the education of adults, however, is made difficult by a number of factors; first, the education of adults is basically a new market for these institutions, requiring a variety of new educational products to meet student needs. Because it is a new market, most institutions cannot readily appeal to past experiences in responding to adult needs, and certainly not with the magnitude of assistance these demands would appear to require.

The components of what has traditionally constituted an education (full-time residency, semesters, credits, and degrees) have proved unadaptable to the new constituency. Entirely new educational institutions have been established. When this is not possible, innovative programs within institutions, generally through extension and outreach activities and the more traditional continuing education activities of these institutions, have been developed, redesigned, or expanded.

A second difficulty in promoting education for adults on a part-time basis is the demand for a variety of educational thrusts to meet diverse educational objectives. Some of these objectives are per-

sonal, some are business and professional, and some stem from Government actions and social pressures.

Third, the pluralistic nature of the new clientele, compounded by the pluralistic nature of their educational needs, has made a pluralistic institutional response necessary. Educational programs, teaching formats, location of study, times of day offered, type and training of faculty, cost, and informational services must all be considered before consumers' needs can be met.

And fourth, the demand for continuing education changes periodically in response to ongoing changes in the economy and, consequently, in the shifting labor force.

EDUCATION AND THE LABOR FORCE

This last variable is critical. Over 75 percent of adult part-time students are members of the labor force. They are employed. Because jobseeking and career upgrading are most often cited by participants in continuing education as their reason for participating, the relation of the job market to educational needs is direct.

According to the Bureau of Labor Statistics of the U.S. Department of Labor ("Education Attainment of Workers, March 1972"), the proportion of 18- to 65-year-old workers who have completed at least 4 years of high school has more than doubled in the last 30 years—from 32 percent to 69 percent of the labor force. Included in this group are workers with college degrees who represented less than 8 percent of the same group in 1940 and about 14 percent as of 1972.

A special labor force report called "Education of Workers: Projections in 1990" concludes that "* * * one of the major challenges to be met by the economy, both during the current decade and the 1980's, is the continued absorption of this rapidly growing supply of well-educated workers."

Correspondingly, the report indicates, the number of less educated workers will decline dramatically in the years ahead. Currently, one-fifth of the entire labor force (12.5 million) has 8 years or less of formal education. The Bureau predicts that the proportion of minimally educated workers is declining at the rate of about 4 percent per year and is expected to total one-eighth of the working population by 1980.

Noting that educational credentials are increasingly required for various occupations either formally through work rules or informally by employer preferences or job content, the Labor Department warned of one adverse consequence of an increasingly educated labor force. One outcome, it says, is a situation "in which the job applicant with limited formal education is not given equal consideration for available jobs, quite apart from the actual job requirements themselves." "Excessive reliance upon formal education as a requisite for acceptance into the world of work is * * * inherently unjust to the millions of less educated workers and potential workers who possess the need, desire, and basic competence to perform useful work. * * *"

(Herbert A. Levine of Rutgers University in an unpublished paper called "Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene," cited a similar concern by the international labor movement affecting national attitudes toward continuing education. Meeting in December of 1974, a group representing the Organization of Economic Cooperation and Development's Centre for Educational Research and Innovation urged that labor-union-supported educational leave and benefit programs *"not be a system for widening the gap between the haves and have nots."* Levine reports that the group "emphasized the necessity for public action to supplement private initiative and to establish a method to provide [educational] opportunities for workers not covered by these relationships.")

This concern for education and the adult worker is well documented in several Department of Labor manpower studies and in the Department's Bureau of Labor Statistics. Further information about the adult population is available—on the national level—from the Department of Commerce's Bureau of the Census and from analyses of census data provided by the Office of Education's National Center for Education Statistics.

A good deal more is known as a result of various statewide and regional studies recently undertaken to help plan better programs of continuing education for adults. The previously cited study by the American Council on Education lends its support to a broader understanding of who the part-time stu-

dents are and the nature of their educational objectives.

In light of the fact that 80 percent of adult Americans do not participate in education, information on the unmet and latent needs of even broader segments of the population is perhaps of more urgent need to educational planners. The nonparticipants in adult education have not emerged as a focus for sustained research and analysis. Much of the information available about adult nonparticipants in education, particularly at the national level, is simply deduced from what is already known about adult participants.

Fortunately, a number of studies have recently appeared which focus on the educational needs of nonparticipants in adult education. These studies are scattered, modest in size, and frequently inconclusive. Yet they were all undertaken systematically and scientifically. If irrefutable conclusions cannot always be drawn from them, these studies at least serve as initial yardsticks against which later and more comprehensive data can be measured.

The following reports and their findings will be outlined with three objectives in mind:

1. A description of recent participants in continuing education: characteristics will include such items as level of income, education attainment, education objectives, employment status, and race and sex as relevant;
2. A description of nonparticipants in continuing education: characteristics will include the same as the above, with additional characteristics which emerge as a consequence of the specific purposes of the studies undertaken; and
3. A description of attributes of educational services (delivery system) that appear most effective in responding to the demands by adults for continuing education.

"Participation in Adult Education (1972)" (unpublished data) is a triennial report published by the National Center for Education Statistics and based on data provided by the Bureau of the Census through its current population survey. The data cover the entire adult population. The focus of the report, however, is on participants in adult education who are beyond compulsory school age (17 years and over) who did not enroll full-time in a regular school or college program but who did engage in one or more activities of organized instruction on a part-time basis.

TRIENNIAL SURVEY

According to this report, of the entire adult population in 1972 of 139 million, 15.7 million participated in adult education on a part-time basis; 11.6 million were enrolled full time in educational programs; and the remaining 111.5 million were classified as "nonparticipants" in adult education. This last category was not necessarily viewed as a potential market for continuing adult education, but the characteristics of these nonparticipants do differ significantly from those of participants. These differences may clarify some of the obstacles affecting their nonparticipation.

Some of the distinctions revealed by these data are as follows:

—A majority of participants (54.5 percent) fall between the ages of 25 and 44, whereas only about a third of nonparticipants do;

—The vast majority of participants (86.7 percent) are high school graduates, whereas slightly more than half (56.6 percent) of the nonparticipants have graduated from high school;

—Participants are evenly distributed between the sexes, whereas slightly more women than men (54.6 versus 45.4 percent) fall into the nonparticipation category;

—Approximately 60 percent of participants make in excess of $10,000 per annum, whereas one-half of the nonparticipants make less than $10,000 per annum;

—Three-quarters of participants are currently employed, whereas only slightly more than half of the nonparticipants are employed;

—And one-quarter of participants are identified as "professionals/technicians," whereas only about 6 percent of nonparticipants are so identified.

Participation by adults in one or more continuing education activities fell into the following broad categories:

	Percent
General education	25.9
Occupational training	46.5
Community issues	9.8
Personal and family	14.0
Social and recreational	[1] 12.0

[1] *Figures do not total because of rounding and multiple entries.*

The reasons given by adults for participating in the above activities were as follows:

	Percent
General information	16.0
Advance in job	42.7
Get new job	11.3
Community activity	2.7
Personal and family	23.5
Social and recreational	[1] 6.5

[1] *Figures do not total because of rounding and multiple entries.*

Among the findings cited by the National Center for Education Statistics as characteristic of the adult participants in these activities were the following:

—Proportionately twice as many blacks as whites enrolled to find a job;

—Men participated more than twice as much as women to advance or improve their career status;

—59 percent of the men engaged in occupational training were veterans;

—Blacks were more likely to enroll in programs sponsored by public schools and private vocational and technical institutions;

—High school graduates or individuals with some postsecondary education were more likely than non-high-school graduates to receive financial support from their employer for educational activities;

—College graduates were more likely to complete their educational programs than noncollege graduates;

—Public (Government) funds were more frequently used in support of those with less than a $3,000-per-annum salary, and were more likely to benefit younger students (under 25).

—And most revealing of all, despite the strong emphasis by participants in jobseeking and career advancement, over one-third of the participants did not have a clear professional or occupational objective (37.5 percent).

Of the 15.7 million adult participants in continuing education, the following institutional agencies and organizations were listed as major sponsors:

	Percent
Public grade or high school	14.0
2-year college/technical institute	16.3
Private vocational/trade school	8.9
4-year college/university	21.4
Employer	16.6
Community	12.7
Labor/professional group	5.5
Tutor/private	6.0
Others	[1] 10.4

[1] *Figures do not total because of rounding and multiple sponsorship.*

Postsecondary institutions, in other words, served as sponsors for nearly one-half (47 percent) of the participants. It is clear from these figures that institutional or group settings were preferred by a vast majority of the participants to individual or private study.

INSTITUTIONAL RESPONSE

The ability of postsecondary and other institutions to deliver educational services to adults may be significantly affected by the expressed preferences by participants of where and how educational services are provided. Among the other findings revealed by the census data are the following:

—57 percent of the participants enrolled in education programs provided in either public school buildings (28 percent) or college and university buildings (29 percent);

—58 percent of the participants were exposed to classroom teaching as the method of instruction, with 32.4 percent exposed to lectures, and 31.9 percent exposed to workshops and group discussions.

In other words, conventional teaching techniques were considerably more used and evidently more popular with participants than the more nontraditional methods of media presentation (television and radio) and correspondence study.

—Over two-thirds of the participants enrolled in courses lasting from 1 to 4 hours per week. An additional 20 percent enrolled in courses lasting from 5 to 9 hours per week, thus totaling 87 percent participation in courses lasting less than 10 hours a week:

—Of those enrolled in one or more courses, 58 percent were enrolled from periods lasting from 5 to 15 weeks;

—57 percent of the participants received no credit for the courses they enrolled in; 17 percent received a certificate of completion, and about 14 percent received 2- to 4-year college degrees.

Payment to cover the expenses by participants in their courses were derived from the following sources:

	Percent
Self or family	54.6
Employer	25.9
Government/public	18.0
Private organizations	7.4
Other	[1] 6.9

[1] *Figures do not total because of rounding and multiple sources of income.*

Among the most significant recent surveys proving the potential market for adult learning was that undertaken by the Educational Testing Service for the Commission on Non-Traditional Studies. This survey and its findings appeared in its complete form in Cross and Valley's "Planning Non-Traditional Programs" ("Adult Learning Interests and Experiences," by Carp, Peterson & Roelfs, 1974), but had earlier received special attention by the Commission in its report "Diversity by Design" (1973).

This survey was designed to allow respondents to indicate their own learning interests from among a wide range of topics and to allow them to report their preferred mode of learning. Other questions focused on the respondents' preferred place of study, reasons for learning, willingness to pay, desire for credit, and perceived barriers to learning.

The survey was based on a national probability sample of 2,515 households. The final survey sample was weighted to make the sample comparable to the general American adult population exclusive of full-time students. These adjustments resulted in a weighted sample size of 3,910, which was the basis for the statistical analysis of the study.

Among the conclusions reached by the survey was that three-quarters of the adult American population expressed an interest in continued learning of some kind. The researchers warned, however, that "educational market surveys such as this one have consistently shown a sizable discrepancy between stated intentions and actual behavior—between an interest in some kind of study and actually enrolling for the study."

WOULD-BE LEARNERS

The study examines the characteristics of learners (those who have participated in instruction within the last 12 months) and the would-be learners. Comparing the characteristics of the two groups, the study indicated:

—that in both categories neither sex is more oriented toward continued learning than the other;

—that among women, housewives differ little in orientation toward learning from single women or women working outside the home;

—that learners tend to be somewhat younger than the general adult population;

—that interest in and participation in learning tends to decline among both men and women during the early thirties;

—that whites are better represented among learners and blacks underrepresented;

—that adults who participated within the past 12-month period tend to be already well educated (42 percent of learners had at least some postsecondary education);

—that learners are underrepresented among the unskilled occupations and particularly well-represented among professionals and executives.

Given a variety of topics to choose from, would-be learners chose the following areas of learning among their total learning choices and as their first choice of learning;

Areas of learning	Percent	
	Total choices	First choice
Vocational subjects	78.2	43.0
Hobbies, recreation	62.8	13.4
General education	47.9	12.6
Home and family life	56.0	12.0
Personal development	54.3	6.8
Public affairs	36.3	4.5
Religious studies	15.4	3.0
Agriculture	10.9	2.9

Comparing the areas of learning indicated as the first choice of would-be learners with the areas actually studied by learners, the following resulted:

Areas of learning	Percent	
	Would-be learners	Learners
Vocational subjects (excluding agriculture)	43.0	35.0
Hobbies and recreation	13.4	41.8
General education	12.6	25.9
Home and family life	12.0	13.3
Personal development	6.8	11.4
Public affairs	7.5	6.4
Religious studies	3.0	13.8
Agriculture	2.9	3.4

[1] *Figures do not total because of multiple listings.*

The rankings and general distribution among the areas show significant differences between actual and intended study—in particular between the expressed interest of would-be learners in vocational areas and the actual choices of learners in recreational fields and hobbies.

When asked about their motivation to study from among a list of twenty possible motives, the results were organized into 8 motivational clusters for both populations, as reported in "Diversity by Design."

Reason for learning	Percent	
	Would-be learners	Learners
Information and intellectual development	70.7	69.1
Job and educational development	52.3	47.6
Citizenship	31.2	16.2
Desire to be a better parent, husband, or wife	30.0	18.9
Social reasons	29.7	22.0
Requirements of employer, profession, or authority	24.1	27.3
Escape reasons	24.0	21.4
Church or spiritual reasons	23.7	16.4

The Commission concluded that would-be learners profess much more concern with citizenship, religion and spirituality, social reasons, and family life than do the learners, for whom, the Commission suggests, "the authority of an employer, profession, or other authority weighs more heavily" in their ultimate selection of learning areas.

LEARNING BARRIERS

To follow up on the would-be learner's expression of interest in continued learning experience, the survey asked them to indicate all the reasons from a list of 24 that they felt were important in keeping them from learning what they wanted to learn. This was the response:

Barriers to learning	Percent of would-be learners
Cost, including books, learning materials, child care, transportation, as well as tuition	56
Not enough time	46
Don't want to go to school full time	35
Home responsibilities	32
Job responsibilities	28
Amount of time required to complete program	21
Afraid that I'm too old to begin	17
Courses aren't scheduled when I can attend	16
No information about places or people offering what I want	16
Strict attendance requirements	15
Low grades in past, not confident of my ability	12
Courses I want don't seem to be available	12
No child care	12
Too much redtape in getting enrolled	10
Not enough energy and stamina	9
Don't enjoy studying	9
No transportation	8
No place to study or practice	7
Don't meet requirements to begin program	6
Tired of school, tired of classrooms	6
No way to get credit for a degree	5
Don't know what to learn or what it would lead to	5
Hesitate to seem too ambitious	3
Friends or family don't like the idea	3
Other barrier	2
No response	3

The greatest barriers to would-be learners appear to be cost and time. One-half of the respondents identified these two obstacles as among their paramount concerns. Among the other findings revealed by the survey as obstacles to learning were these:

—Twice as many men as women single out job responsibilities as an obstacle;

—Women in general feel more constrained by cost;

—Men more often identify lack of time as an obstacle;

—Cost is a deterrent particularly to those under 35;

—Twice as many blacks cite low grades and insufficient educational requirements;

—Three times as many adults with an elementary education as high school graduates cite limited education as an obstacle; and

—The most highly educated single out time as a barrier more often than others.

EDUCATIONAL DELIVERY

As important as these observations are concerning actual and potential participation by adults in continuing education, equally important are the results of the survey which indicate how learners and would-be learners view the various methods used to deliver educational programs and services. The questionnaire covered several aspects of nontraditional learning methods and related subjects which are critical to planners of nontraditional education programs for the part-time students.

Preferred Methods: The survey showed that the most preferred method of instruction among would-be learners is lectures or classes (28 percent), as compared to on-the-job training (21 percent) and short-term conferences, institutes, and workshops (13 percent). The Commission detected little interest among would-be learners in the less conventional modes of learning, such as travel-study programs, television or video tape cassettes, or records and audiocassettes.

Methods Used by Learners: Using the same list of 11 possible modes of learning that was distributed among would-be learners, learners themselves actually participated in these modes in the following order: Lectures or classes (35 percent), independent study with no formal instruction (17 percent); on-the-job training (14 percent); and short-term conferences, institutes and workshops (8 percent). With the exception of independent study, the ranking, if not the level of participation, by learners corresponds generally with the ranking by would-be learners. Cross and Valley compared their findings with those of a similar study by Johnstone and Rivera in 1962 and concluded that then, as now, class attendance, lectures, and talks were most popular. The survey also showed that three times as many unskilled workers as professionals, and rural more than urban learners, used on-the-job training activities to fulfill educational needs.

Locations: The Commission's survey identified 17 alternate learning locations that are important to nontraditional study and compared preferred locations by would-be learners with locations as actually used by learners.

Preferred Locations: The survey concluded that no single option was overwhelmingly popular among would-be learners. The most popular choices appeared in this order: Public high schools (16 percent); followed by home, 2-year colleges or technical institutes and community schools (each with 10 percent); and 4-year colleges and private business schools, each with 8 percent. Generally, would-be learners prefer educational institutional settings to less conventional locations. This is more particularly true among women, blacks, and urban dwellers.

Locations Used by Learners: Among learners too, no single location dominated the list. Learning sites included homes (17 percent), employers (13 percent), and high schools (9 percent). Among learners, use of educational institutions declines with age, although use of less conventional locations increases with age. Blacks used the educational system noticeably more than whites. One general conclusion reached by the researchers is that learners, at each educational level, tended to use the next educational level for continued learning.

LEARNING RECOGNITION

Of special importance to the designers and ultimate users of the survey was the issue of credit for learning experiences. The Carp-Peterson/Commission survey states that: "A continuing issue in adult education centers on formal acknowledgement of learning, through credits or other forms of recognition. Credit implies evaluation of students by some standard, which can markedly affect their educational experience." The survey indicated that two-thirds of would-be learners would prefer some formal recognition of their learning, either by certificates, credits, diplomas, or degrees. In striking contrast to this preference, two-thirds of actual learners received

no credit for their learning. The remaining one-third of the learners received some form of credit or recognition for their work.

Drawing from the results of the study, and applying the results from an analysis of their national probability sample to the general adult population of the nation, the Carp-Peterson/Commission study concludes:

> *"The likelihood that over three-quarters of American adults are interested in some form of new learning, and almost a third of them participated in some kind of formal or informal learning within the past year, based on the national probability sample of almost 1,900 respondents, has major implications for planners of nontraditional programs. Translated into numbers, some 80 million Americans between the ages of 18 and 60 who are not studying full time are probably interested in continuing their learning, and some 32 million adults have most likely recently engaged in learning."*

These figures are large and perhaps questionable. Perhaps they are not. Studies by other groups, using similarly weighted population samples, conclude that the actual and potential market for continuing education among adults is of great magnitude. The figure provided by the Bureau of the Census for 1972 (15.7 million actual participants) is generally recognized to be a conservative estimate, even by staff of the National Center for Education Statistics. Within this estimate, however, the results of several smaller-scale surveys can be measured for their accuracy and credibility.

For instance, two statewide studies conducted within the State of Massachusetts to determine the potential interest and market for continuing education conclude that the potential interest is considerable.

MASSACHUSETTS SURVEY

In a study undertaken by the Becker Research Corp. for the Massachusetts State College System called "The Market for Continuing Education in Massachusetts", the conclusion was reached that the prime market for continuing education among adults 18 years or older was 9 percent of the adult population. An additional 14 percent of the population was listed as having "medium potential" for adult continuing education programs.

By State definition, eligible applicants for continuing education programs within the State system must not be college graduates and must have at least some high school education. Thus, those eligible as potential participants were estimated to be 2,135,000 as of January 1973. The prime market for continuing education would therefore be 192,000 adults, or 9 percent of the eligible adult population. The secondary market would be 299,000 adults, or 14 percent of the eligible population.

In a study undertaken for the Massachusetts Advisory Council on Education by University Consultants, Inc., called "Strengthening the Alternative Postsecondary Education System: Continuing and Part-time Study in Massachusetts (September, 1973)," the researchers weigh their own findings with the findings of the Becker study and conclude that the prime market for continuing education on a part-time basis among Massachusetts adults is anywhere from 13 percent, the lowest limit, to 25 percent, the uppermost limit, of the adult population, or from betwen 277,500 to 532,750 of the eligible adult population.

The Becker Research Corp. survey was conducted specifically to assess statewide interest in the State colleges' external degree program. The survey was based on 3,600 telephone interviews of 20 minutes each. The results were presumed to be projectable to the total population to within 2–3 percentage points of accuracy.

The survey analysis concluded, in addition to the 9 percent prime market for the external degree program, that the external degree program would require a sophisticated and well-supported marketing and promotional effort to activate this prime potential. Compared to the low potential of the population, however, the prime potential, the survey concludes, would be (a) younger; (b) from professional and managerial families; (c) more affluent; (d) have completed some college; (e) interested in education as a means to a new job or career; (f) particularly interested in receiving credits for past career achievements; (g) strongly attracted to conventional classroom courses; (h) less attracted to less conventional learning modes like correspondence study,

TV, and radio courses; and (i) attracted to a liberal arts curriculum.

This survey, of course, was narrowed to only those eligible adults within the Massachusetts population who were interested in a degree. The adults are not, therefore, representative of the still broader population which might be interested in continuing education or learning outside of the State college system and for no degree.

The study conducted for the Massachusetts Advisory Council on Education was somewhat similar in its restricted approach to assessing the needs of adults for continuing and part-time education. In this analysis of the current student clientele of continuing education in Massachusetts, participants were restricted to those enrolled in State public and private degree-granting institutions. The survey sampled about 6,000 students or 7 percent of the total continuing education population.

Of the current clientele, or participants in continuing education, the survey states that, in general, the current clientele is young, affluent, upwardly mobile from their parents' level of education and jobs, and already employed in professional or managerial jobs. Two-thirds of the participants were men, one-third were women. Their primary reason for enrolling in continuing education was job advancement.

Among other findings revealed by the report, which was not weighted and does not represent the characteristics of the adult population of Massachusetts, were the following:

—Participants are highly internally motivated and generally already have some college education;

—Current clientele does not include large numbers of disadvantaged or other minority groups.

—Cost does not seem to be a major factor in the decision to participate (participants were categorized by the study as "middle class");

—A majority of the male participants are between 25 and 35, white, married, and with children;

—62 percent of the men were already in professional or managerial positions;

—53 percent of the men are already earning over $10,000 per year;

—Nearly half of the women participants are single, with 39 percent under 25;

—70 percent of the women are working or looking for work;

—Men students are heavily concentrated in business (23 percent) and professional (27 percent) subjects and academic (25 percent) subjects, while women are more concentrated in social or community service (28 percent) and regular academic subjects (42 percent).

—And finally, 83 percent of the men and 70 percent of the women state as their main reason for participation to improve or advance in a job or to get a new job.

PRIVILEGED EDUCATION

The survey is quick to note, however, that participants in continuing education sponsored by institutions within Massachusetts are a "privileged segment of the population." For instance, while 76 percent of male students and 69 percent of female students are in families with incomes over $10,000, only 41 percent of the families in Massachusetts have incomes over $10,000. Also, while 62 percent of employed male students and 57 percent of employed female students are in professional or managerial positions, only 25 percent of employed males and 20 percent of employed females in the State are in comparable jobs. And finally, while 3 percent of male students and 2 percent of female students have less education than a high school diploma, 37 percent of the Massachusetts population over 18 has less than a high school diploma.

The survey concludes:

"The fact that continuing education serves individuals already high on social status scales means it is acting to widen the distribution of income within the State rather than provide opportunities for low income people or equalize it. Instead of service to upgrade the employability of the disadvantaged and unskilled, it is increasing the already high potential of people in the middle and upper middle classes. The income gaps among these groups grow as a result."

For these reasons, the study concludes that the potential market for continuing and part-time education rests not with the affluent and better educated groups already being served by the Massachusetts State College system, but with those among the lower income, occupation, and education groups. These individuals, the report claims, evidently are

willing to invest moderately in financing further education. Unlike those with some college education, these ill-served groups are expressly interested in business, technical, and industrial skills. They perceive different barriers to their education, specifically cost, lack of information, low grades, too much institutional red tape and inadequate transportation.

CALIFORNIA SURVEY

In still another survey, this one to assess the interest in adult learning among Californians, the Field Research Corp. of California in November 1974 surveyed a sample group for the Educational Testing Service through the Corporation's regularly scheduled statewide survey of the California adult population. The sample was based on a probability design with a weighted sample size of 1,048, of whom 69 percent (618) indicated they would be interested in further learning beyond the high school level.

The level of learning interest was highest among those between the ages of 18–29 (83 percent) and 30–39 (69 percent), with more men than women expressing that interest. The level of interest increased proportionately with income and previous education, with those with an income of over $15,000 and with more than a 2-year college education expressing the greatest interest.

In general, the subjects most popular among the respondents to the survey were, in descending order: vocational skills and trades; arts and crafts; humanities; and business and public administration. Vocational skills were most popular among those with a low to middle income and among those with less than a high school education.

The reasons listed for further study were varied. New knowledge and personal satisfaction were generally high among all age groups, but job preparation and job performance maintained a high level interest among most age groups. These latter reasons were particularly strong among those in the 18–29 age group, among low and middle income groups, and among the less educated.

As for delivery of education services, the 618 "interested" respondents preferred conventional classroom teaching, on-the-job training or some other instructional mode that would unite instruction with work. Minimal interest was expressed in independent, individual, or media learning modes. The lower the income and educational level, the greater was the interest in conventional instructional modes. The more educated and higher income groups showed moderately higher interest in learning independently.

Nearly half the respondents preferred studying at postsecondary institutions. Learning at a place of work was most popular among the poorer, less educated groups. The least educated tended to shy away from collegiate and other institutional learning centers.

When asked why they preferred various locations to pursue their learning goals, nearly half the respondents identified either convenience or availability of programs. Nearly half of the respondents with less than a high school education cited "convenience" as critical to their selection of learning locations. The same groups expressed the greatest interest in receiving some form of recognition for their studies.

The majority of respondents (60 percent) did indicate that they would be willing to pay up to $75 for a course that meets their needs. About two-thirds of the "interest" group was willing to devote up to 19 hours per week to their learning, although the great majority of this subgroup preferred less than 9 hours of work.

The final two questions of the survey had to do with adult educational services and perceived barriers to learning among adults. Most significantly, the vast majority of adults expressed sustained interest in two educational services: evaluation, testing, and assessment of competencies, and more information and personal counseling. Equally surprising, the least educated expressed the least interest in these services and a correspondingly higher interest in learning specific skills.

When asked why they might not enroll in some kind of study within the next 2 years, the entire survey population cited two reasons more than others: cost and home and job responsibilities. Interestingly, both these reasons were cited most often, not by those in the lowest income group, but by those in the $10,000–$15,000 income group.

ILLINOIS SURVEY

Like the Massachusetts survey to determine the adult public's interest in the Massachusetts Open University, a survey conducted for the Illinois Board of Higher Education by the A. C. Nielsen Co. in January 1973

was used to help determine the interest within Illinois in a nontraditional university. The Nielsen Co. conducted telephone interviews throughout the State with a total of 599 interviews completed. The sample university was preselected and subsequently weighted to assume the demographic characteristics of the State.

Briefly, among the survey's findings were these:

—91 percent of the people expressed an interest in learning more about a specific subject or skill (87 percent of the interviewees were not currently enrolled in a course);

—The preferences for "first choice" of study areas were as follows: Job-related subjects (25 percent); hobbies and recreation (22 percent); general education (17 percent); personal development (16 percent); and current events (12 percent);

—Job-related subjects were of greatest interest to non-white households;

—43 percent of the respondents preferred to receive credit for their learning, with this preference most prevalent among people in lower income levels, people of older age, single people, and those in non-white households;

—Reasons for listing first choices were: Personal information (58 percent); job advancement and curiosity (each with 17 percent); help get a new job (9 percent); and become a happier person (8 percent);

—Men more than women were interested in career development, while non-white and lower-income respondents were more interested in looking for a new job;

—Greater preferences were for learning through discussion groups, day and evening classes and credit by examination and independent study; little preference was shown for correspondence study and educational TV;

—The most frequently expressed barriers to learning were not enough time (42 percent); cost (26 percent); home responsibilities (25 percent); and job responsibilities (15 percent).

The survey concluded that among the Illinois adult population between the ages of 18 and 65, 91 percent (or 6,270,000 adults) expressed some interest in further learning. Among this interested group, it was determined that only 7 percent (439,000) indicated that there were no reasons preventing them from learning a skill or taking a subject which interested them. And among these 439,000, it was then found that 85 percent were not then enrolled in a school or college. The survey concluded, consequently, that the remaining 373,000 people represented the prime target group for the proposed open university in Illinois, a credit-giving, degree-granting institution.

NEW YORK SURVEY

As part of the planning effort to determine continuing education needs in the central region of New York State, Cornell University, with the cooperation of the New York State Education Department, and supported by a grant from title I of the Higher Education Act, is undertaking an 11-county survey of adult needs. A specific focus of the comprehensive interviews of 1,330 adults in this regional area focused on a comparison of needs between current participants in continuing education and nonparticipants (those who had never participated or who had not participated within the past 5 years). The survey was conducted in 1974.

With several exceptions, the tentative results of the survey indicate that there were few major differences in the responses to the questionnaire by participants (one-third of the survey group) and nonparticipants (two-thirds).

Each group, for instance, perceived "cost" and "time" as equally important as personal barriers to further learning. A variant question was posed, however, which asked what they thought the barriers were to others, and again each group indicated "time" as being the major factor. Significantly, neither group identified "cost" as a major barrier to *others*.

Both groups ranked "personal satisfaction" as the most significant objective for their participation, with participants (41 percent) and nonparticipants (40 percent) identifying job-related objectives in second place.

Slightly more participants than nonparticipants preferred credit for their courses, with no major distinction between the two groups about the kind of credit or recognition they would desire.

Lectures, workshops, and on-the-job training were equally popular with both participants and nonparticipants, with slightly more nonparticipants preferring public schools as the location for learning,

while a slightly higher number of participants preferred a college location.

Two-thirds of each group indicated 2–4 hours per week as the most convenient for their participation, with 17 percent of the participants indicating that they would be willing to devote 8 hours or more to their learning.

Courses of from 1 to 6 months were preferred by close to a majority of both groups, with an additional 20 percent in each category interested in courses of from 6 months to 1 year. A majority favored meeting once a week to more frequent meetings, and two-thirds of each group expressed a willingness to spend up to $100 for the courses of their first choice.

A significant difference appeared between the participants and nonparticipants regarding general familiarity with the availability of adult education courses in the 11-county area. Over 80 percent of the participants said they knew about courses in their areas, whereas over one-third of the nonparticipants expressed ignorance about such courses.

Like the previously cited studies, this survey of an 11-county region in upstate New York has only limited usefulness in helping to determine the magnitude of interest by adults in farther learning. The New York survey was heavily representative of a rural area whose characteristics cannot be applied without serious modifications—if at all—to the less rural and more urban regions of the State and beyond.

Several of the surveys, like those in Illinois and Massachusetts, were designed to assess an interest in external degrees or an open university. Assumptions, consequently, were made about the importance of credit and previous learning experiences in the questions posed to segments of the adult population.

All the surveys, however, were directed to nontraditional "students" or to potential nontraditional students to assess interest in nontraditional educational activities. Herein lies much of their validity and importance.

As important as these findings are to planners of nontraditional educational programs, what may be of paramount importance to them is that these surveys were undertaken at all. These studies are among the first studies of their kind to appear. *The fact that independent surveys to assess the learning interests of the American adult population have appeared in sequence in so short a period of time, from 1972 to 1974, suggests the emergence of an entirely new field of study for educational planners.*

Each of these studies alone may not lead to irrefutable conclusions. Grouped together, however, and strengthened by their independence from each other, their varying survey methodologies, their differing sponsors and separate objectives, the accumulated findings of these studies are impressive and are conclusive in many important areas.

SUMMARY REVIEW

We know, for instance, that there are significant differences between actual participants in adult education and nonparticipants. Participants are younger than nonparticipants; a greater proportion of them are employed than nonparticipants; and they are certainly better educated than nonparticipants. There is a disproportionately high participation in continued learning among whites, and a disproportionately low participation by blacks.

Interest in further learning among adults appears equally balanced between men and women, with men showing a higher interest in programs related to their career advancement, while women, like blacks, show a higher interest in programs leading to new jobs.

Participants are more likely to participate at the next highest level of their educational attainment, thus making postsecondary institutions the likeliest focus of learning opportunities. Nonparticipants tend to shy away from postsecondary institutions and look more to the public schools and other community organizations for their educational advancement. In both cases, however, community-located learning resources are of paramount importance.

Although work-related educational programs are singled out by both participants and nonparticipants as of first importance, a higher number of participants is included to participate in recreational activities as well. In contrast, would-be learners are more specifically interested in learning vocational skills.

Without question, the combination of "cost" and "time" have proved to be the greatest barriers to further education to both participants and nonparticipants. Among nonparticipants, women are more likely to single out the cost factor as a barrier, whereas men more frequently cite time as a barrier.

Nonparticipants' interest in participating in fur-

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ther education increases significantly as levels of income and education increase. General interest by both groups declines, however, as adults pass through their thirties.

Interest among participants and nonparticipants in the methods of learning run parallel in many areas. Exceptions appear to be the inclination among the former to gravitate toward postsecondary institutions and among the latter to public high schools and other community organizations. Also, nonparticipants show a greater interest in receiving credit or some other form of recognition for their potential involvement in education programs. This contrasts with participants who, in fact, receive less recognition through credit, certificates, degrees, and diplomas.

Nonparticipants show greater interest in on-the-job training opportunities, although among both groups there is an almost universal preference for the more traditional classroom, lecture, and workshop appoaches to education. There is little evidence of interest in the more nontraditional learning modes, such as correspondence courses, media presentations, etc.

Both groups indicate strongest preference for courses that meet once a week for up to 4 hours per week, although a significant minority says it would consider participating in programs in excess of 4 hours per week. Again, first preference is for a course that runs from 1 to 6 months, with second preference for courses or programs that run to 12 months of the year.

Of significant importance to nonparticipants and—on a lesser scale—to participants, is the availability of such institutional services as personal and career counseling and testing and evaluation of competencies. Of even more importance to nonparticipants may well be the need for a concerted effort to publicize the availability of learning opportunities and more actively to recruit potential learners into learning programs.

The findings from these various surveys may appear to be repetitious. In being repetitious, they may also appear (in some instances) to be self-evident. They are not self-evident. If they succeed in becoming self-evident to educational planners and to administrators of public and private sources of revenue and support, then the chances are thereby increased that adult part-time students will benefit more equitably than they have from educational opportunities.

How great is the actual participation by adults in part-time and continuing education? How great is the potential interest among adults in further education?

MAGNITUDE OF DEMAND

The most specific, current and dependable information available to date is that provided by the population surveys conducted by the Bureau of the Census for the Office of Education. According to these statistics, no less than 15.7 million adults, 17 years or older, participated in some formally organized programs of adult education in 1972. Eighty percent (111.5 million) of the American adult population, however, did not participate.

The participation figure of 15.7 million, however, is generally agreed to be a conservative figure. It is a conservative estimate because what constitutes "adult education" is not well understood by many of those whose responsibility it is to respond to specific questions concerning it. This misunderstanding, it is suspected, may be particularly strong among employers and among community organizations which report on participation in adult education. Less than obvious cases of adult participation may frequently go unrecorded.

In contrast to these estimates, the Commission on Non-Traditional Studies concluded that in 1972, the estimated actual participation in adult education was 32 million, with a potential interest in continuing education among adults reaching as high as 80 million.

An independent survey conducted by the National Opinion Research Corp. (NORC) provided data that were subsequently analyzed by independent researchers at the National Institute on Education. These researchers estimated an actual enrollment of 27 million. If the various percentage figures detected by the several statewide surveys regarding level of interest can be applied to the national adult population, then it is conceivable that figures as high as 90 percent can be used to describe "interest." How much of this interest will ever be actualized cannot be determined at this time, although one survey identified a prime target of between 13–25 percent of the adult population.

In short, there is no dependable, agreed-upon estimate of either actual participation or potential participation in part-time education by adults. The rough figures that are available are uniformly high and appear to be increasing annually.

FEDERAL ROLE

Given this evident interest by adults in further learning and in the mounting numbers of individuals who are translating that interest into actual participation, then the special resources open to the Congress and the Federal Government would appear to have a central role in responding to "national needs."

But there is *no* Federal policy toward continuing education. With few exceptions, there are *no* clearly expressed State policies either. There is *no* Federal policy toward education for adults on a part-time basis. There is *no* single program of the Federal Government designed primarily and specifically to aid adult, part-time students.

Over the last several years, the National Advisory Council on Extension and Continuing Education has reported in specific detail the role of the Federal Government in extension and continuing education. What Federal assistance is available to adult, part-time students is provided neither because these individuals are adults nor because they are part-time learners. The assistance is provided as an unregulated byproduct of Federal manpower training programs which exist in the form of categorical aid to promote the solution of such national priorities as drug abuse, law enforcement, teacher training, improved health services and other community-oriented services.

The largest single form of assistance is provided through the entitlement provisions of the GI bill which provide educational benefits to millions of veterans. In April 1974, of a total of 1.5 million veterans enrolled in educational programs, 640,000 of these (45 percent) were enrolled on a part-time basis, almost all of them at the postsecondary level.

Another major source of Federal assistance that incidentally benefits part-time students are the programs that express a congressional determination to provide equal education opportunities to all Americans, with a specific focus on bringing into the educational system at all levels those members of minority and disadvantaged groups who have been excluded from it. A disproportionately high number of these individuals have no alternative but to participate in education on a part-time basis.

In its study of part-time students ("Financial Part-time Students: the New Majority in Postsecondary Education"), the American Council on Education reluctantly concludes that "* * * part-time students on the whole are massively discriminated against in Federal and State student and institutional aid programs, social security survivors' benefits, institutional tuition rates and financial aid programs, and income tax requirements."

The National Advisory Council, in its review of the student aid provisions contained in title IV and other portions of the Higher Education Act, reached a similar conclusion. The Council's reservations regarding these provisions were communicated to legislative and administrative leaders by the chairman of the Council on December 16, 1974. This letter is attached and serves as a concluding statement by the Council regarding its position vis à vis the adult, part-time student. (See attachment) □

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ATTACHMENT

THE NATIONAL ADVISORY COUNCIL
ON
EXTENSION AND CONTINUING EDUCATION
1325 G STREET, N.W., ROOM 710
WASHINGTON, D.C. 20005
(202) 382-7985

December 16, 1974.

Hon. ----------,
United States Senate,
Washington, D.C.

DEAR ----------:

The status of adult part-time students is of special concern to the National Advisory Council on Extension and Continuing Education. As recently noted by the American Council on Education in its report "The New Majority," adult part-time students comprise—for the first time in our history—the majority of students enrolled both in postsecondary institutions and in institutions of higher education.

This fact has substantial significance. In ever-increasing numbers adults are continuing their education on a part-time basis because it is either necessary or convenient for them to do so. As the ACE report indicates, adults find it necessary to continue their education on a part-time basis primarily because of financial limitations or because their educational goals are job-related and career-oriented.

Whether an individual proceeds with his education on a full- or a part-time basis is essentially immaterial to his legitimate claims to first-rate educational opportunities. An education is no less valid because it is being pursued on a less than full-time basis. We further believe that a student's part-time status should not be used either arbitrarily or inadvertently to discriminate against him and his educational needs.

The spirit of the Higher Education Act is forcefully embodied in title IV's concept of educational opportunity grants for all. With this concept we are in full agreement. It is our view, moreover, that the kinds of financial assistance made available to students affect immeasurably the kinds of educational experiences to which they have access.

As originally perceived, the Higher Education Act was almost exclusively concerned with full-time undergraduate, graduate, and professional students, with a particular emphasis on "youths" between the ages of 18 and 22. As recently as the last 2 years, the Congress has made major efforts to expand the scope of the act by extending eligibility for financial assistance not necessarily to the part-time student but at least to the "half-time" student.

In the past, the Council has supported the inclusion of part-time students in title IV's financial assistance programs. We support also the entitlement concept of title IV's basic opportunity grants for full- and half-time students. Only this title IV program includes an entitlement clause, and we are greatly encouraged by the Congress's recent action to appropriate as well as to authorize funds for use by half-time students in the BEOG's program.

The other four financial assistance programs funded by title IV do not have entitlement clauses. Three of these four programs are campus-based programs (the supplemental grant programs, the work-study program, and the direct loan program) which, in effect, means that based on a variety of allotment formulas, Federal moneys are distributed largely to postsecondary institutions, with these institutions given the authority to reallocate these moneys to those students whom they consider in financial need.

This formula does not work to the advantage of half-time students. Grant and loan funds are limited. There are not enough of these funds to cover even the great numbers of full-time students who might potentially seek them. Half-time students, consequently, are competing for limited funds against full-time students who are

routinely favored by aid officers in their assessment of financial need. The severity of this competition can only be aggravated by recent measures to establish a "no growth" policy for many federally supported fellowships and scholarships for full-time students. In effect, this policy forces more full-time students to compete against part-time students for available funds.

Eligibility for Federal financial assistance does not mean parity of access to this assistance. It is our opinion that both half-time and part-time students have as great a financial need for assistance as full-time students. Indeed, the financial needs of part-time students are presumably greater since these students are more likely to be married and have financial obligations which prohibit continuing their education on a full-time basis.

The lack of consistency with which the Higher Education Act deals with the financial needs of adult part timers is further reflected in how the act unsystematically uses the full-time equivalency (FTE) formula as a means of taking into account the existence of such students.

The FTE formula is used in several instances in the Higher Education Act to make grants to institutions. Ironically, although part-time students are included in the compilation of statistics to determine in some instances the grant allotment to institutions, in every instance the institutions themselves are under no compulsion to use these allotments in turn to aid the part-time students.

The full-time equivalency is used in title II, section 203, to supply supplemental grants to institutions for library development. It is used in title VI, section 602, in determining State allotments to improve undergraduate instruction. It is used also in awarding supplemental grants under title IV, although the other student assistance programs of title IV make no such allowance.

Elsewhere in the act, the standard allotment practice is to include only full-time students enrolled at institutions, or some variant formula that is based on statistical breakdowns of the student population nationwide or statewide within a given age bracket.

We are obviously concerned about this method of accounting for the existence of part-time students at a time when these students exist in record numbers. The weakness of this method, moreover, we attribute to the inability to formulate a clear public policy regarding a national commitment to the education of adult part-time students and to give due recognition to their rights to such an education.

The patterns of attendance at postsecondary institutions are changing rapidly and in ways which are difficult to predict or control. One eventual outcome of these changes, however, appears to be certain: More and more adult students will be continuing their education on a part-time basis and will compel educators and legislators alike to acknowledge these students' legitimate and escalating requirements for full and equal educational opportunities.

Toward this end, then, the National Advisory Council on Extension and Continuing Education recommends that appropriate actions be considered now that would accommodate these needs. Among the actions that appear to be most appropriate are:

a. A congressional reexamination of the financial needs of adult part-time students and the existing legislative vehicles that could be used to support these needs.
b. The inclusion of part-time students, including less than half-time students, in the eligibility provisions for student financial aid programs and especially in those programs funded by title IV of the Higher Education Act.
c. A more equitable and systematic use of the full-time equivalency formula in determining the allocations made to States and postsecondary institutions.
d. The formulation of further provisos to encourage postsecondary institutions to provide part-time students in financial need with equal access to Federal funds allocated to these institutions for distribution.
e. And finally, the enactment of a public policy that would demonstrate a commitment to full and equal educational opportunities for all students, with specific reference to adult part-time students.

These recommendations are respectfully submitted with the understanding that our Council is willing to assist in their further elaboration.

Sincerely yours,

ROBERT F. RAY, *Chairman.*

A Time of Transition

A Report from the Community Service and Continuing Education Program (Title I of the Higher Education Act) for Fiscal Year 1974 to the National Advisory Council on Extension and Continuing Education.

PRELUDE In the last decade there have been dramatic changes in institutions of higher education. Universities and colleges, more than 1,200 in number, have extended their services to the wider community and allocated additional resources to meet immediate and pressing problems. This shift in priority is attributable in large measure to Federal support under title I of the Higher Education Act of 1965, the community service and continuing education program.

The years 1973–74 highlight an era of transition, a time of growth in resources and authority. In fiscal 1973 appropriations for the CSCE program increased for the first time. The amount of Federal funds rose from $9½ to $15 million. As a result, the States were able to develop more comprehensive programs and projects involving the greatest number of institutions (731) ever to participate in a single year. This 58 percent increase in available dollars, implementation of a new discretionary grant program and the authorization of projects specifically dealing with problems of the elderly were some of the events that made this 2-year period the most significant in the history of the community service and continuing education program.

The expanded authority aimed at assisting in the solution of problems of the elderly was contained in the Older Americans Comprehensive Services Amendments of 1973. Such special projects are to be concerned with the housing and transportation problems of elderly citizens particularly those living in rural and isolated areas. Funds have yet to be provided for this authority. Implementation (e.g. regulations, guidelines, and priorities) will be developed in consultation with the Administration on Aging.

In fiscal year 1974, the program of special community service and continuing education projects, authorized by the education amendments of 1972, was initiated. Under the terms of the legislation, the Commissioner of Education made available $1,425,000 to support experimental and demonstration projects related to national and regional problems. More than 200 proposals, requesting $26 million in Federal funds were received. Eleven awards were made for the development and refinement of educational approaches to the problems of land and water use, local government operations, retirement, women in rural areas, and the handicapped.

PATTERNS Significant trends are discernible in the patterns of State activities in the CSCE program, American Samoa joined the program in 1973 completing the list of all jurisdictions eligible for participation. These 55 State agencies, aided by increased appropriations, have successfully encouraged a wider range of colleges and universities to share resources with communities.

The most dramatic increase in institutional participation has been among 2-year public or community colleges. These emerging institutions constituted only 12 percent of participating institutions in fiscal year 1967, 24 percent in fiscal year 1972, and 32 percent in 1973. Many of these young colleges have been involved in statewide cooperative programs of continuing education. This increase in activity was accompanied by an increased share of

Federal funds available—from 6.3 percent in 1967 to 11.6 percent in 1973.

The largest share of available funds was utilized by the State universities and land-grant colleges. However, the proportion of Federal dollars utilized by this category of institutions had declined from 51.7 percent in 1968 to 35.6 percent in 1973. The number of awards made to private institutions, both 2- and 4-year, has remained relatively constant. Smaller 4-year public institutions have increased their level of participation in both number of awards and amount of Federal support.

The State programs, in general, have moved from general public audiences to activities more focused on specific problem areas. Within the broad range of activities devoted to the improvement of local government services, special attention was paid in 1974 to "Collective Bargaining by Public Employees," "Upgrading the Skills of Health and Food Service Workers," and "Institutes for Newly Elected Municipal Officials." As both local governments and citizens work at improving the quality of life, such projects as the University of Maine's "Statewide Voluntary Water Quality Monitoring" shows great promise. One further example is "Your Role as a Legislator" which is being conducted by Arizona State University. In addition to group learning sessions, video tape cassettes are being prepared for use at the individual legislator's convenience. Sessions are planned to deal with such topics as the functions of the Legislative Council, the services of the Budget Analyst, the formal and informal organization of the House and Senate, and the protocol of lobbying.

Institutions of higher education have, over the years, been able to respond "in advance" and "at the time" of nationally recognized problems. In 1974, seven States selected as a priority the energy crisis. Following are but two examples of educational approaches to this national concern.

TRANSPORTATION PLANNING

Taking as its cue the general community opposition to highway planning and improvement, and residential displacement, a series of working conferences has been taking place in the Galveston-Houston area. Discussion centers on energy conservation and its relationship to urban transportation, how to resolve and reconcile differences relative to transportation and methods of energy conservation. Texas Southern University with the cooperation of other area colleges and universities, and the joint sponsorship of the Texas Highway Department is conducting the conferences. Participation includes the Houston-Galveston Area Council of Governments, and local citizen groups. What is coming out of these conferences is a better understanding of transportation and what role it plays in the local urban scene and the identification of effective means of conserving energy related to the transportation needs. Central concerns are effective citizen participation in highway planning and public responsibility for energy conservation. Costs of differing energy sources relative to differing modes of transportation will receive special attention. The project is expected to provide an "input-output" model for local and State decisionmaking.

COMMUNITY MANAGEMENT

Georgia Institute of Technology in cooperation with the Georgia Municipal Association, the Association of County Commissioners and the Georgia Association of Area Planning and Development Commissions, is conducting a 13-session program for "Increasing Civic Understanding of Community and Area Planning and Management Under an Energy Shortage Constraint." Some 150 local officials from around the State are participating. Specific subject matter includes energy classification economics, social implications of energy regulations, energy audit methods, and preparation of energy impact statements. Project participants will develop a system of community management based on usable techniques in community and area planning.

An underlying assumption of the enabling legislation is that with increased knowledge and skills people can help themselves, help others, and help their communities to function better. In 1973, 30 percent of program resources, Federal, State, and local were devoted to decisionmakers in the community including government employees and officials, community leaders, and responsible representatives of a wide range of community organizations.

SPECIAL POPULATIONS

The State programs are increasingly responsive to the need for CSCE projects that deal directly with problems of special populations within the wider community. Higher education resources are employed to assist women educationally for job re-

entry or volunteer service and to serve more effectively in the role of parent and citizen. Local agencies in cooperation with local colleges and universities are aiding the elderly in coping with the complexities of retirement; food, shelter, social services, and recreation are major targets for improvement. In 1973, $2,342,900 in Federal dollars supported 114 such projects.

Santa Fe Community College in Gainesville, Fla., is delivering vital educational services directly to the elderly. Programs concerned with consumer education, psychology of aging, nutrition, and social security and health benefits are being offered in nursing homes, convalescent centers, residential units, and designated public school facilities. Older adults are actively involved as advisory board members and as peer group counselors.

The Bangor Community College Women's Center has developed an outreach program for low-income women, particularly heads of households, in Penobscot County. The center is offering career counseling and support services for women reentering education and has designed individual programs of study for participants. With the establishment of an information exchange between participants, the college, and potential employers, the Center provides the means for individuals and employers to be better served.

The national program of community service and continuing education is in reality a collection of 55 separate State programs. This fact is illustrated in the priorities assigned by the States in their annual operating plans for fiscal year 1974. The largest number of States (22) proposed to provide community service programs for local and State officials. In 18 States priority was assigned to economic development and employment and in 17 States environmental quality and growth policy received major attention. At the other end of the priority spectrum transportation issues and housing concerns were rated as high priorities in only two States. Comprehensive consumer education was a major focus in four States.

In the biennium 1973–74, 211 institutions of higher education participated in the program for the first time. Of this group of new participants, 112 were 2-year public institutions and 61 were 4-year private colleges and universities.

The distribution of $12,725,000 for fiscal year 1974 for the State-grant program is shown in table I. With these Federal funds, the several State agencies approved for support 617 projects. While the enabling legislation requires that one-third of total program costs be provided by the States, in 1974, combined State and institutional resources provided some 42 percent of total program costs.

CSCE projects are conducted by single institutions and by combinations of institutions; in such coordinated endeavor one institution serves as the primary sponsor. In 1974, land grant colleges and State universities were primary sponsors of 203 projects, public 4-year institutions of 162, and private 4-year of 113. The 2-year institutions most often serve as cooperating colleges; in 1974 public 2-year institutions were primary sponsors of 131 projects and private 2-year institutions of 8.

In keeping with the urban focus of the CSCE program, the States supported 262 projects that would serve residents of 128 standard metropolitan statistical areas across the country. When viewed in a geographical context, 56 percent of the State-supported projects were urban-oriented, 15 percent were rural-oriented and 29 percent were statewide in concept and operation.

The 617 projects supported in fiscal year 1974 illustrate patterns of cooperation between colleges and communities and patterns of resource sharing among institutions of higher education to meet mutual objectives.

PROBLEMS

There are persistent barriers to superior performance at both the State and Federal levels of administration. Conceptual plans are required against which operational State program may be measured. A variety of problems have yet to be confronted nationally. The means for replication or adaptation of successful institutional projects must be improved.

In a dozen States current plans do not provide adequate guidance for institutional responses to identified problems. Evaluations of State programs are uneven in both quality and frequency. Both of these conditions appear to be associated with the amount of professional staff time devoted to the administration of the program. For example, only 24 States reported the assignment on a full-time basis of a professional staff member for the direction of the

program. Coupled with less than adequate staff resources is the low proportion of funds allocated to the planning and evaluation functions that are essential for good management.

While a wide range of community problems are addressed in the program, there are gaps that seem to require attention when the collection of State projects is viewed as a whole. Neither State priority setting nor institutional proposal submission reflect what must be major areas of concern across the country. Specifically, problems of the elderly and the consumer, of transportation and housing are receiving less attention than appears warranted. It is suggested therefore that higher education resources related to these programs are being under utilized.

Institutions of higher education frequently create or devise a "new" program without the benefit of materials and methods which have been tested and proven by other institutions in similar endeavors. The time spent in project development or start-up could be reduced if a clearinghouse of project results and technical assistance could be provided.

With the implementation of the special projects authority, one major source of information and material will become available for program development. The Office of Education, however, lacks the resources fully to utilize both State and national experiences for dissemination, training, and technical assistance. While plans have been drafted for assistance to the States in planning and evaluation and to institutions in project development and operations, current constraints preclude the implementation of these plans.

These areas of concern are presented to the Advisory Council for its consideration and suggestions as the Office of Education seeks to refine policy and procedures for the more effective administration of the community service and continuing education program.

POTENTIAL The patterns of productive activity and institutional commitment have been a hallmark of the state-based program. With the implementation of the new special projects authority the resources are at hand to enhance the concept of education as a continuing life-long and dynamic process through which adults may lead more meaningful and useful lives and through which communities and States can improve their operations and services.

The guidelines for implementation called for projects that

—are responsive to national priorities;

—show unusual promise in improving programs of community service and continuing education;

—will develop new approaches, methods, and materials for increased effectiveness of community service programs;

—will be of optimum use in the further development of State programs; and

—will have a high potential for replication or adaptation by institutions of higher education.

In pursuit of these objectives the following projects were awarded grants in June 1974.

The University of Wisconsin at Superior in cooperation with the College of St. Scholastica, Michigan Technical University, Northern Michigan University, Northland College, the University of Minnesota at Duluth, and the University of Wisconsin Extension at Eau Claire have formed a consortium to explore "The Effective Regional Use of Water Resources." These seven institutions are implementing a continuing community education project focused on effective use of the water resources of the Lake Superior Basin. The advantages of a coordinated interstate, inter-institutional, multidisciplinary educational program will be demonstrated. This project will employ an advisory council throughout its activities and will refine mechanisms for translating basic hydrologic knowledge into effective public education programs.

The University of North Carolina and the University of Virginia will team up to improve "Inmate Education." They will carry out cooperative research with special attention being given to the testing of different approaches to correctional education. The University of North Carolina will assist State authorities in converting a correctional facility into a learning center where higher educational opportunity for the inmates is the primary function. The University of Virginia will test a system that combines correspondence courses with personal onsite counseling and instruction. The interaction between the two institutions as well as the results of

these experimental endeavors will aid in the development of a new model of inmate education.

A unique project of "Community Services and Continuing Education for the Deaf" is being developed by Gallaudet College in cooperation with the Philadelphia Community College, the North Carolina School for the Deaf, and the J. Sargent Reynolds Community College in Richmond. This project is designed to demonstrate the feasibility of providing deaf individuals with access to public social services and continuing education opportunities offered the normal-hearing populations in Philadelphia, Richmond, and Charlotte. A comparative study will be made of the effectiveness of programs offered by these distinctly different types of institutions.

Trinity College working with the Rensselaer Polytechnic Institute of Connecticut has established the Hartford urban extension program. This innovative project will implement a program of education for four carefully selected groups of people for whom no coherent current programing is available in the greater Hartford region—women, municipal employees, corporate executives, and community groups. Among the factors to be examined are the ways in which independent institutions create and maintain an urban extension program. This project is expected to demonstrate the efficacy of a community continuing education program developed through cooperation between an undergraduate and a graduate institution.

"Continuing Environmental Education—A Strategy for Community Change" will be developed by the Urban Observatory of Metropolitan Nashville utilizing the resources of George Peabody College, Tennessee State University, Vanderbilt University, Meharry Medical College, Fisk University, and the University of Tennessee at Nashville. The design of this project requires the building and field testing of a process model for citizen participation in environmental policy development. This project tests an innovative structure for university-government cooperation to improve a community's environmental literacy.

Two projects will focus on rural women using different delivery systems in different geographical areas of the United States. The Florida State University in cooperation with the University of Georgia and Tuskegee Institute is shaping "An Interstate Model of Collaboration for Human Resources Development Among Rural Women." This developed project will demonstrate a model delivery system utilizing multi-level inter-institutional linkages, trained local advisory boards, and specially designed programs and services to meet the unique needs of rural women. Specific problems that will provide focus to the demonstration include home life and family planning, para-professional and professional training, and leadership development for civic responsibilities.

At the same time, North Dakota State University in cooperation with all other institutions of higher education in North Dakota will be developing the potential of women in rural areas by employing television technology to provide continuing education programs to widely scattered, sparsely populated communities. The program focuses on assisting women to assume greater leadership roles in economic and community affairs. Participants viewing public educational television will be compared with those viewing privately owned commercial television to determine if there is a significant difference in the number watching, the attrition rate, and the amount learned. Comparisons will also be made between learners who view a series in isolation and those who have an opportunity to participate in small group followup sessions.

Two other projects that interface and complement each other deal with education for retirement. The University of Southern California in cooperation with Pepperdine University is engaged in the development of in-depth pre-retirement education with a broadly based community consortium, involving all levels of educational institutions, that will bring together labor and management in a cooperative effort to demonstrate a model pre-retirement program. The design calls for comparative evaluations of three differing methodologies. Complementing this "before" activity is a project to develop "Post-Retirement Education Models" which is being conducted by the Institute of Gerontology, University of Michigan, and Wayne State University, which will work in tandem with the Wayne County Community College Consortium on Aging. Through the design, implementation, and comparative evaluation of a series of programs, the project will explore the effectiveness

of different approaches to the education of divergent groups. The potential participants, including minority aged and widowed or single elderly, represent a wide socioeconomic range as well as differing ethnic cultures and values.

The University of Texas at Arlington in cooperation with St. John's University in Minnesota, the University of Iowa, the University of Kansas, and the Dallas Community College District is building Project Mid-Net which is designed to test on a regional basis five problem-oriented training packages, each consisting of four to six discrete training modules. The project will demonstrate problem solving processes, the possibility of reduced training costs, effects of an expanded curriculum, and will test the effectiveness of an interstate network for the delivery of public service training.

A single project is concerned with articulation of "Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education." The University of Illinois together with the State agencies in Georgia, Colorado, Tennessee, Connecticut, Minnesota, and Oklahoma, is exploring the processes by which community service programs are strengthened in institutions of higher education. This program is designed to identify effective alternative administrative strategies and funding patterns which have enabled or can enable community service and continuing education efforts to be continued, expanded or adopted. Dimensional sampling will be used to obtain data from 30 institutions of higher education and a "transactive" seminar will be held in each of the 6 States to identify and diagnose problems and to generate alternative approaches to solving those problems.

These 14 projects which represent the initial effort in experimentation and demonstration will aid in the further development of institutional projects and State programs of community service and continuing education. As the learnings from these tested projects are replicated and adapted, colleges and universities will make even greater contributions toward the solution of community problems.

In summary, Federal support must be more than monetary if the potential of the CSCE program is to be realized. Increased technical assistance to the States is required for comprehensive planning and in-service training. At the same time, State agencies must be provided with additional resources, including qualified personnel, to develop and coordinate state-wide programs of university community service. □

Distribution of funds under Public Law 89–329, as amended by Public Law 92–318, Higher Education Act, Title I, Part A, Community Service and Continuing Education Programs: (5 percent reduction, Conference Report 93–682)

Fiscal year 1974

State amounts [1]

Alabama	225,486	New Mexico	137,606
Alaska	111,264	New York	760,324
Arizona	167,008	North Carolina	285,621
Arkansas	170,211	North Dakota	122,600
California	830,030	Ohio	486,464
Colorado	181,942	Oklahoma	193,566
Connecticut	210,408	Oregon	176,976
Delaware	120,117	Pennsylvania	528,280
Florida	352,808	Rhode Island	134,511
Georgia	267,843	South Carolina	194,754
Hawaii	128,430	South Dakota	124,255
Idaho	126,522	Tennessee	243,732
Illinois	502,406	Texas	511,258
Indiana	288,715	Utah	139,406
Iowa	202,923	Vermont	116,338
Kansas	181,223	Virginia	269,858
Kentucky	217,893	Washington	223,867
Louisiana	232,900	West Virginia	163,625
Maine	136,419	Wisconsin	260,970
Maryland	244,200	Wyoming	112,200
Massachusetts	307,357	District of Columbia	127,098
Michigan	423,738		
Minnesota	238,910	Outlying Areas:	
Mississippi	180,971	American Samoa	25,977
Missouri	269,750	Canal Zone	00
Montana	125,551	Guam	28,059
Nebraska	154,268	Puerto Rico	122,598
Nevada	118,353	Virgin Islands	27,248
New Hampshire	127,278	U.S. and Outlying Areas	12,725,000
New Jersey	362,885	50 States and D.C.	12,521,118

[1] *Distribution of $14,250,000 with 10 percent ($1,425,000) reserved for grants under section 106(b)(1); $100,000 reserved for the Advisory Council; and the balance distributed with a basic amount of $100,000 to the 50 States and District of Columbia and $25,000 to the outlying areas and the remainder distributed on the basis of the total resident population, July 1, 1971, for the States and as of April 1, 1970, for the areas.*

State-Supported Projects in Community Service and Continuing Education (Title I, Higher Education Act of 1965)

Fiscal Year 1974

State	*Project title (Director)*	*Federal funds*	*Matching funds*
Alabama			
University of Alabama	Government Employee Training (Joe M. Gelwix, Bureau of Public Administration.)	$20,000	$10,000
Do	Small Business Training (John B. Griffin, Division of Continuing Education.)	30,000	15,000
University of Alabama at Birmingham	Public Employees Collective Bargaining (Higdon C. Roberts, Center for Labor Education and Research.)	8,000	4,191
University of South Alabama at Mobile	Government Employee Training (William J. Harkins, Local Government Employee Training Program.)	4,000	2,000
Jefferson State Junior College at Birmingham.	Small Business Training (Carl E. Vickrey, Jr., Director of Continuing Education.)	9,000	4,500
Auburn University at Auburn	Educational Services for Government Employees Training (Fred R. Robertson, Division of Extension.)	20,000	10,000
Snead State Junior College at Boaz	Government Employee Training (Joseph D. Brindley, Community Service Business & Economics Department.)	2,936	1,468
Auburn University at Auburn	Educational Services for Small Business Operators (John F. Henry, School of Business.)	25,936	12,981
Tuskegee Institute	Public Administration Seminar (G. T. Dowdy, Division of Social Sciences.)	1,870	935
Auburn University at Montgomery	Government Employee Training (Richard W. Daniel, Division of Business and Sciences.)	9,500	4,750
Tuskegee Institute at Tuskegee	Dietary Food Service Training (Solona C. McDonald, Department of Hospital Dietetics.)	22,000	11,000
Spring Hill College at Mobile	Executive Development Program (Albert S. Foley, Department of Sociology.)	9,000	4,500
Auburn University at Auburn	Continuing Education for Health Workers (Ben F. Cooper, School of Pharmacy.)	8,000	4,000
University of Alabama at Birmingham	Municipal Employee Training (Emory C. Hubbard, Division of Conferences and Special Courses.)	14,500	7,250
Auburn University at Montgomery	Small Business Training (Richard W. Daniel, Division of Business and Science.)	10,000	5,000
John C. Calhoun State Technical Junior College at Decatur.	Municipal Employee Training (Betty Hutchens, Department of Business Education.)	4,500	2,250
Do	Small Business Training (Betty Hutchens, Department of Business Education.)	4,000	2,000
Alaska			
University of Alaska at Fairbanks	Training Program for Local Government Officials (James W. Matthews, Cooperative Extension Service.)	14,000	27,351
Do	Village News Correspondents Training (Charles W. Lafferty, Division of Statewide Services.)	10,460	6,875
University of Alaska at College	Training of Computer Skills for Teachers in Village Schools (Edward J. Gauss, Computer Center.)	13,156	12,731

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Alaska—Continued			
University of Alaska at Fairbanks	Intercultural Video Tapes (Jane Williams, Department of Audio-Visual Communications.)	$12,363	$7,500
Do	Local Leadership Training for Improved Education (E. Dean Coon, Center for Northern Educational Research.)	13,232	9,702
Do	Closing the Communications Gap Between Natives and Non-natives. (David L. Geesin, Program Director Radio Station KUAC (FM).)	7,250	4,005
Do	Training Native Leaders and Administrators (Judith Kleinfeld, Associate Professor of Educational Psychology.)	15,000	7,500
University of Alaska at Kodiak	Teacher Training for Reading Improvement (Carolyn Floyd, Director of Kodiak Community College.)	12,200	6,100
Sheldon Jackson College at Sitka	Leadership Training (Dan Etulain, Director of Educational Media.)	12,0[illegible]	9,825
Arkansas			
University of Arkansas at Fayetteville	Training Program for County Officials (H. W. Stephens, Research Associate Community Affairs Division.)	3[illegible]	33,730
Phillips County Community College at Helena.	Recreational Horticulture and Crafts for the Aging and Handicapped. (Gerald Jumper, Dean of Community Services.)	10,975	11,499
University of Arkansas at Fayetteville	Development of a Community Services Model for Community Colleges. (Martin Schoppmeyer, Associate Professor Educational Administration.)	9,300	4,700
Arkansas College at Batesville	Education for Senior Citizens (Roberta D. Brown, Dean of Institutional Research and Development.)	3,313	1,753
Westark Community College at Fort Smith.	Skills Training for Workers With the Aged (Jean M. Dana, Psychology Instructor.)	6,746	5,217
Do	Community Education for Adults (David L. Landsburg, Director of Community Service and Continuing Education.)	5,351	3,961
Do	Sixty-Plus Education (David L. Landsburg, Director of Community Service and Continuing Education.)	9,743	5,021
Arkansas College at Batesville	Educational Needs of Adult Women (Jane B. Fagg, Professor of History.)	3,180	1,643
Garland County Community College at Hot Springs.	Community Service Worker Training Program (Don Harris, Dean of Community Service.)	3,521	1,810
University of Arkansas at Fayetteville	Training Leaders for Women's Problem Solving Groups (Joseph DeOrdio, Director of Counseling Center.)	14,783	7,615
Arkansas Polytechnic College at Russellville.	Workshops on Consumer Education (Calvin Dunham, Department of Behavioral Sciences.)	7,375	3,612
Arkansas State University at State University.	Education Program for Improved Land Use Planning (P. L. Raines, Assistant Professor of Botany.)	10,481	5,461
University of Arkansas at Fayetteville	Project Outreach (Richard H. Dana, Psychology Department.)	13,178	11,048
Do	Institute for Newly Elected Municipal Officials (H. W. Stephens, Division of Community Affairs.)	18,000	10,870
American Samoa			
Community College of American Samoa.	Project TV College (David R. Lynn, Director American Samoa Community College.)	25,000	8,416

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Arizona			
The University of Arizona at Tucson	Coordinator of Community Programs (Thomas E. Doran, Office of Vice President for University Relations.)	$16,009	$9,454
Do	Community Services Cnter (Currin V. Shields, Division of Continuing Education.)	28,500	9,554
Arizona State University at Tempe	News 65 (Joseph P. Zesbaugh, Bureau of Broadcasting.)	25,000	12,503
Do	Training Arizona Local Government Officials (C. David Baron, College of Business Administration.)	9,000	4,500
Do	Training Employees of Community Service Agencies (Don R. Campbell, Director Community Services Office.)	17,000	8,500
Do	Your Role as a Legislator (Ted J. Christensen, Bureau of Broadcasting.)	16,372	8,186
Northern Arizona University at Flagstaff.	Coordinator for Northern Arizona Community Programs (Gary M. Townsend, College of Education.)	17,000	8,500
Cochise College at Douglas	Community Consultation Service (Knox Talley, Dean of Occupational Education.)	14,700	7,350
Pima Community College at Tucson	Movable Career Education Laboratories (James E. Gibson, Dean, Continuing Education Division.)	15,000	7,516
Mesa Community College at Mesa	Wheels (Ellen Huft, Community Service and Continuing Education Department.)	12,000	7,178
California			
Cosumnes River College at Sacramento	Community Service TV System (Robert A. Wyman, Associate Dean of Instruction.)	83,964	47,848
Cooperating institutions:			
Butte College		3,000	2,000
Modesto Junior College		3,000	2,000
University of California Extension, at Irvine. Cooperating institutions: University extensions: San Diego; Los Angeles; Riverside; Santa Barbara; Davis; Santa Cruz; Berkeley Extension.	Improving the Effectiveness of Citizen Participation in Local Government—"Local Reforms". (Richard Baisden, Dean of Extension.)	24,914	12,457
University of California Extension, Los Angeles. Cooperating institutions: University extensions: Irvine, San Diego, Riverside, Santa Barbara, Santa Cruz, Davis.	Improving the Effectiveness of Citizen Participation in Local Government—"Ethics and Excellence in the Public Service: The Citizen's Role." (Jerry Seliger, Department of Social Sciences.)	43,022	21,511
Ventura County Community College at Ventura. Cooperating institutions: Moorpark Community College.	Project Discovery: Reentry of Women and Community Services to the Elderly. (William Lawson, Assistant to the Superintendent.)	29,400	14,700
University of California at Los Angeles	Alternative Futures for Community Services and Continuing Education in California. (James Farmer, Graduate School of Education.)	45,000	22,500

State-Supported Projects in Community Service and Continuing Education—Continued

State	*Project title (Director)*	*Federal funds*	*Matching funds*
California—Continued			
University of Southern California at Los Angeles. Cooperating institutions: University of California System—Sea Grant College Program California State University, Fullerton, Long Beach and Humboldt Occidental College.	Statewide Community Interaction in Coastal Resource Planning and Management. (Ronald B. Linsky, Office of Sea Grant Programs.)	$55, 228	$27, 114
Marin Community College at Kentfield. Cooperating institutions: Indian Valley Colleges.	Systems Approach to Community Development (Jared B. Sharon, Assistant Dean of Instruction.)	49, 977	89, 670
California State University at San Diego. Cooperating institutions: University of California Coast Community College.	Project Outreach: Orange and San Diego Counties (Bernard J. Luskin, Vice Chancellor.)	110, 000	84, 305
Cuesta College at San Luis Obispo	Project Outreach: College-Community Interaction Through Mobile Team Operation. (Jim J. Greathouse, Evening Division and Community Services.)	21, 040	15, 092
California State College at Bakersfield	Project CALL: Counseling Adults for Lifelong Learning (Richard M. Swank, Director of Counseling.)	16, 143	14, 784
Cooperating institutions:			
Porterville College		4, 293	7, 579
Taft College		3, 184	5, 872
West Hills College		4, 293	5, 014
Delano College Center		1, 840	5, 110
California State University at Northridge. Cooperating institutions: California State University, Los Angeles; California State University, Dominguez Hills; California State University, Long Beach.	E.P.I.C.: Educational Participation in Communities: Consortium Administration Unit. (Sally Peterson, Office of Student Affairs.)	15, 000	24, 747
California State University at Chico	Rural Outreach: Northeastern California (George T. McIntyre, Division of Continuing Education.)	29, 484	20, 742
Cooperating institutions: Northeastern California Planning Council; Butte, Feather River, Lassen, Shasta, Siskiyous, Yuba Community Colleges; University of California, Davis.		45, 516	84, 283
California State University at Sacramento. Cooperating institutions: University of California, Davis; Sierra College; American River College; University of Nevada, Reno; Western Nevada Community College; Nevada Desert Research Institute.	Lake Tahoe Environmental Education Consortium. (Machael Remy, Environmental Studies.)	78, 263	42, 688

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State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
California—Continued			
California State College at Sonoma.... Cooperating institutions: California State College, Bakersfield; California State University, Chico; California State College, Dominquex Hills; California State University, Fresno; California State University, Fullerton; California State University, Hayward; Humboldt State University; California State University, Long Beach; California State University, Los Angeles; California State University, Northridge; California State Polytechnic University, Pomona; California State University, Sacramento; California State College, San Bernardino; San Diego State University; San Francisco State University; San Jose State University; California Polytechnic State University, San Luis Obispo; California State College, Sonoma; California State College, Stanislaus.	California Consortium for the TV College. (Carroll V. Mjelde, Dean of Continuing Education Division.)	$76, 500	$38, 250
San Francisco State University at Daly City.	Urban Indian Resource Development Program. (James A. Hirabayashi, Dean, School of Ethnic Studies.)	16, 805	11, 894
Colorado			
Colorado Consortium of Higher Education. The following members of the consortium and directors conducted projects under this title:	Community Education, Energy, and Economic Development, Land Use and growth Strategies. (John Bonner, Executive Director.)	----------	----------
Adams State College	(Donald A. Rapp, Director of Research and Development.)	15, 000	8, 855
Aims Community College	(Dwane Raile, Associate Dean of General Studies.)	100	60
Arapahoe Community College	(Robert Peterson, Dean of Community Relations.)	5, 000	2, 950
Colorado Mountain College	(E. L. Gann, President.)	5, 000	2, 950
Colorado School of Mines	(W. E. Leckie, Director of Continuing Education.)	100	60
Colorado State University	(Dan Hilleman, Communications Specialist.)	20, 000	11, 800
Community College of Denver	(Nick Rossi, Director of Special Projects.)	6, 500	3, 837
Fort Lewis College	(Don Goodwin, Supervisor Continuing Education.)	2, 250	1, 220
Lamar Community College	(James Sprout, Registrar.)	100	60
Loretto Heights College	(Antony Parimanath, Dean of Academics.)	5, 000	2, 950
Mesa College	(Peggy Foss, Director of Institutes and Centers.)	5, 000	2, 950
Metropolitan State College	(Alan Dahms, Director, Center for Human Effectiveness.)	43, 292	11, 399
Morgan Community College	(Clarence Sanders, Director of General Studies.)	5, 000	2, 950
Otero Junior College	(Wesley S. Sterner, Director of Continuing Education.)	100	60
Regis College	(William Pickett, Director Governmental Relations.)	5, 000	2, 950
Southern Colorado State College	(James Kashner, Chairman, Department of Sociology-Anthropology.)	15, 000	8, 855
Trinidad State Junior College	(Gerald Nix, Supervisor, Special Projects.)	2, 000	1, 180
University of Colorado, Denver	(Vince Shively, Director Bureau of Community Services.)	20, 000	11, 800
University of Northern Colorado	(Richard Wood, Director, Correspondence and Development of Special Studies.)	100	60

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Connecticut—Continued			
Central Connecticut State College at New Britain.	The Assessment and Evaluation of the Delivery of Human Services. (Virginia W. Vidich, Associate Professor and Director of Community Research Center.)	$8,818	$4,410
Connecticut College at New London	Leadership Development Training for the Disadvantaged (Thelma Waterman, Director, Office of Community Affairs.)	9,224	4,612
Manchester Community College at Manchester.	Business and Financial Management for Small Businessman (Alan W. Gates, School of Business Administration.)	16,556	8,221
University of Hartford at West Hartford.	(James M. Murdock, Director of Continuing Education.)	4,890	4,187
University of Connecticut at Storrs	Consumer Quiz Show to Teach Money Management (Elsie Fetterman, Department of Family Economics and Management.)	21,600	20,083
Do	New Towns and Coventry (Morton J. Tenzer, Institute of Urban Research.)	5,160	5,299
Manchester Community College at Manchester.	Pilot Program Pre and Post Retirement Counseling (Beverly Hounsell, Administration Director.)	12,000	7,600
St. Joseph College at West Hartford	Consumer Education in the Urban Environment (Sister M. Clare Markham, Department of Chemistry.)	4,760	2,740
University of Connecticut at Storrs	Training Conselors About Careers in Engineering (Stephen L. Rice, School of Engineering.)	20,280	10,166
University of Connecticut at Stamford	Use of Horticulture in the Rehabilitation of the Disabled/Disadvantaged. (Edward J. Duda, Associate Professor, Department of Plant Science.)	18,607	10,273
University of Hartford at West Hartford.	Counseling Veterans for Educational Enrichment (James M. Murdock, Division of Continuing Education.)	7,274	5,808
Wesleyan University at Middletown	Language, History and Puerto Rican Culture for Teachers (James L. Steffensen, Jr., Graduate Summer School for Teachers.)	18,507	13,391
Yale University at New Haven	Community Planning for Educational Alternatives (Edison J. Trickett, Assistant Professor of Psychology.)	23,062	12,992
University of Connecticut at West Hartford.	Regional Training Center for Specialization in Human Services (Rigmor Asmundsson, School of Social Work.)	1,000	none
Delaware			
Delaware State College at Dover	Community information services to families and youth (Elizabeth C. Dix, Office of Public Relations and Community Information Services.)	14,000	14,000
University of Delaware at Newark	Community Service and Continuing Education Program (Frederick D. Brown, Division of Continuing Education.)	24,000	12,000
Do	Educational Counseling for Women (Mae R. Carter, Division of Continuing Education.)	8,300	4,150
Do	Census and Data Systems (C. Harold Brown, Division of Urban Affairs.)	41,000	20,500
Delaware Technical and Community College—North Campus at Wilmington.	Municipal and Metropolitan Police and Fire Training (Walter J. Wassmer, Criminal Justice Director.)	10,000	5,000
Delaware Technical and Community College Wilmington.	Continuing Education for Spanish Speaking Adults (Herndon Sims, Director of Continuing Education.)	3,000	1,500

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
District of Columbia			
Federal City College	Project Accountability, Phase III (Charles Williams, Office of Continuing Education.)	$11, 582	$8, 628
Gallaudet College	Community Service Center for the Hearing Impaired (Albert Pimentel, Public Service Programs Center for Continuing Education.)	29, 581	40, 510
The George Washington University	Anacostia Community Development Consortium (Gregory H. Williams, Director of Experimental Programs.)	19, 582	39, 440
Do	Mobility for the Handicapped and Elderly (Donald Hawkins, Department of Health, Physical Education, and Recreation.)	15, 000	20, 915
Do	D.C. Project on Community Legal Assistance (Jason Newman, School of Law.)	16, 500	58, 681
Trinity College	Parents as Teachers (James Van Dien, Jr., Graduate School of Education.)	14, 482	17, 023
Florida			
Santa Fe Community College of Gainesville.	Senior Citizen's College Project (Lester Goldman, Dean, Community/Evening Programs Division.)	23, 706	11, 860
Florida Technological University at Orlando.	INVEST: Individual Volunteer/Employment of Senior Talent (Ronald A. Newell, Director of Continuing Education Division.)	21, 363	17, 716
Florida International University at Miami.	Workshop for Senior Citizens to Serve Migrant Youth (Louis J. McManamee, Institute for the Development of Human Resources.)	22, 791	11, 863
Florida State University at Tallahassee.	Community Leaders Training in Environmental Studies (Rodney F. Allen, Department of Sociology.)	17, 983	13, 236
Florida Technological University at Orlando.	Women as Participants in Societal Change (Marilyn Whisler, Department of Sociology.)	6, 999	4, 445
University of Florida at Gainesville	Workshops for High School Drug Advisory Councils and Peer Counselors in Alachua County, Florida. (Sig Fagerberg, Department of Physical Education and Health.)	6, 000	3, 000
Florida Junior College at Jacksonville	Center for the Continuing Education of Women (Rosanne R. Hartwell, Director of Continuing Education Division.)	19, 872	24, 000
Valencia Community College at Orlando.	Continuing Education for Women (Beatrice B. Ettinger, Director Continuing Education Division.)	23, 652	18, 648
Edison Community College at Fort Myers.	Project BROTHER, Bi-Racial Order Through Honest Exchange and Reaction. (Linda Cowan Messier, Director, Continuing Education Division.)	9, 900	4, 950
University of Florida at Gainesville	Energy Conservation in Agriculture and in the Home (J. N. Busby, Dean, Department of Extension.)	9, 700	12, 200
Seminole Junior College at Sanford	Project 21st Century Women (Anita J. Harrow, Director of Academic Affairs.)	21, 845	10, 700
Florida Institute of Technology at Melbourne.	An Adult Education Environmental Awareness Program (David D. Woodbridge, University Center for Pollution Research.)	8, 347	8, 347
Florida International University at Miami.	Training the Older Citizen as an Orderly or Nurse's Aid (Michael S. Kobasky, School of Health and Social Services.)	19, 539	10, 094
State University System of Florida at Tallahassee.	Consortium for the Improvement of Community Service, Community Development and Continuing Education Activities in the State of Florida. (Barbara S. Todd, Continuing Education Division.)	15, 329	5, 400
Cooperating institutions:			
Florida State University		17, 200	8, 600
University of Miami		17, 200	8, 600
Hillsborough Community College		17, 200	8, 600
Santa Fe Community College		17, 200	10, 970
Florida International University		17, 200	9, 470

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Florida—Continued			
Florida Agricultural and Mechanical University.	Leadership Development and Training Program for Low-Income Women. (Harold S. Jenkins, Director, Continuing Education.)	$14, 781	$7, 391
Georgia			
Albany Junior College at Albany	Training for Governmental Citizens Advisory Committee (Don McKenzie, Department of Special Studies.)	10, 000	5, 302
Do	Marriage and Family Planning Seminar (Henry F. Gilmore, Department of Sociology.)	3, 000	1, 200
Armstrong State College at Savannah	Management Training Program for Chatham County Human Service Organizations. (Donald D. Anderson, Community Services Division.)	4, 000	2, 000
Augusta College at Augusta	Community Introspective: Crisis of the 1970's (John M. Smith, Jr., Department of Sociology.)	2, 800	1, 693
Berry College at Mount Berry	Community Training Program (Gene B. Clark, Continuing Education Division.)	4, 500	4, 100
Do	Improving the Competence of Agency Personnel (Gene B. Clark, Division of Continuing Education.)	4, 000	2, 760
Do	The Right to Choose (Gene B. Clark, Division of Continuing Education.)	2, 000	1, 600
Brenau College at Gainesville	Implementation of the Gainesville-Hall County "Plan for Planning." (Elenor Rigney, Division of Continuing Education.)	1, 280	1, 280
Clark College at Atlanta	Community Workshops in Mass Communication (Charles Hobson, Department of Mass Communication.)	6, 000	3, 000
Cooperating institutions:			
Spelman College		500	500
Morehouse College		500	500
Atlanta University		500	500
University of Georgia at Athens	Civic Understanding and Public Affairs Seminars (James E. Watson, Center for Continuing Education.)	10, 000	5, 285
Do	Coordinated Training in Aging and Retirement (James A. Thorson, Center for Continuing Education.)	11, 000	7, 969
Do	Colloqua on Critical Issues in Contemporary Governmental Administration. (Harold F. Holtz, Institute of Government.)	10, 000	5, 777
Do	Institute on Marketing and Public Service (Larry R. Bramblett, College of Business Administration.)	1, 800	1, 057
Do	To Strengthen Voluntary Action Leadership (Lary R. Bramblett, College of Business Administration.)	4, 000	3, 686
Do	Upgrading the Occupational Competency of State Agency Service Delivery Personnel. (Harold F. Holtz, Institute of Government.)	15, 000	9, 440
Valdosta State College at Valdosta	Planning and Development Seminars and New Concepts in Recreation/Leisure Life. (Thomas W. Gandy, Public Services Division.)	3, 200	2, 550
West Georgia College at Carrollton	Community Planning of Education Programs (Fred E. Parsons, Department of Continuing Education.)	5, 000	2, 500
University of Georgia at Athens	Delivery of Local Governmental Services (Harold F. Holtz, Institute of Continuing Education.)	20, 000	10, 500
Georgia Institute of Technology at Atlanta.	Community and Area Planning and Management Under an Energy Shortage Constraint. (Robert E. Collier, Industrial Development Division.)	12, 181	6, 090
Columbus College at Columbus	Assisting the Professional (J. Fred Burgess, Community Service Division.)	5, 200	2, 600
Do	The Physical Woman, Retooling for New Careers (Fred Burgess, Community Service Division.)	6, 100	4, 208
Do	Public Service Management Institute (William C. Hamilton, Business-Economics Division.)	4, 500	4, 187

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Georgia—Continued			
Emory University at Atlanta	Preparation of Nurse Practitioners for Extended Roles in Assisting People. (Mary Hall, School of Nursing.)	$7,000	$4,199
Floyd Junior College at Rome	Personal Finance for the Disadvantaged (Thomas R. Berry, Public Service Division.)	1,800	906
Do	The Abatement of out-Migration of Young Adults (Thomas R. Berry, Public Service Division.)	2,200	1,180
Fort Valley State College at Fort Valley.	Community Allied Health Service Program (C. H. Morse, Continuing Education and Public Service Division.)	5,000	5,200
Georgia State University at Atlanta	Drug Counselor Training Program (Howard Openshaw, School of Urban Life.)	4,000	2,004
Do	Southwest Atlanta Community Planning/Leadership Project (Larry C. Linker, School of Urban Life.)	5,000	2,566
Georgia Tech at Atlanta	Increasing Civic Understanding of Effective Community Economic Development. (Robert E. Collier, Industrial Development Division.)	9,000	4,500
Do	Instruction and Assistance to Community Leaders and Employers (William C. Howard, Industrial Development Division.)	5,800	2,900
Middle Georgia at Cochran	City-County Management Workshop (H. D. Meyers, Continuing Education Division.)	3,500	1,758
North Georgia College at Dahlonega	Public Understanding of the Energy Crisis (John F. Pearce, Department of Business Administration.)	2,500	2,649
Paine College at Augusta	A Workshop for Training Workers to Assist the Elderly (Mary James, Department of Health and Physical Education.)	4,000	2,396
South Georgia College at Douglas	South Georgia Public Service Consortium (Richard H. Cotton, Continuing Education and Public Service Division.)	17,000	10,000
Cooperating institutions: Albany Junior College; Brunswick Junior College; Georgia Southern College; Valdosta State College; Rural Development Center.			
University of Georgia at Athens	A Certification Program for Clerks or Administrators of County Commissions. (Harold F. Holtz, Institute of Government.)	7,000	4,345
Do	A Continuation of Activating Initiators (Larry R. Bramblett, College of Business Administration.)	6,500	3,600
Do	A Land Use Program for North and West Georgia (Leonard A. Hampton, Center for Continuing Education.)	2,000	1,490
Cooperating institutions:			
Clayton Junior College		1,250	564
West Georgia College		1,250	564
Dalton Junior College		1,250	564
North Georgia College		1,250	564
Young Harris College		1,250	564
Berry College		1,250	564
Gainsville Junior College		1,250	564
Georgia State University		1,250	564
Columbus College		1,250	564
Brunswick Junior College at Brunswick	Energy and the Future (Jack Carmichael, Continuing Education Division.)	4,982	2,533

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Guam			
University of Guam	Demographic Trends and Social Changes in Guam, Social Science Institute-Community Research and Training in Socio-Economic Problems. (Roy Chung, Social Science Institute.)	$7,620	$3,809
Do	Impact of an Advancing Technology Upon a Developing and Insular Region. (Carl Vail, College of Business and Public Administration.)	17,918	8,960
Hawaii			
University of Hawaii at Hilo	Learning Extension and Resource Network, LEARN (Mary Y. Matayoshi, College of Continuing Education and Community Service.)	41,000	34,329
University of Hawaii at Honolulu	Hawaii's Social Problem Solving (Tom Carpenter, College of Continuing Education).	5,000	2,500
Do	Community Leadership Training for Women (Marion Saunders, Continuing Education for Women.)	4,000	2,000
Do	Education for Pre-Retirement (Max Roffman, College of Continuing Education.)	23,948	11,974
Do	Tutorial Project in Law for Special Population Groups (Leigh-Wai Doo, School of Law.)	10,500	5,250
Leeward Community College at Pearl City.	Leeward Learning Opportunities Program (Joyce S. Tsunoda, Community Educational Services Division.)	21,592	10,797
Hawaii Loa College at Kaneohe	Community Resource Center (James C. Irish, Jr., Office of Special Projects.)	17,500	8,750
Idaho			
University of Idaho at Moscow	Business Management Development Workshops (Richard T. Daily, Center for Business Development and Research.)	16,800	8,000
Idaho State University at Pocatello	Small Business Management Development Seminar (Warren R. Flynn, College of Business.)	16,775	8,320
Boise State University at Boise	Management Development Workshop for Small Businesses (Richard K. Hart, Center for Business and Economic Research.)	17,000	17,000
University of Idaho at Moscow	Consulting Services to State and Local Officials in Idaho (H. Sydney Duncombe, Bureau of Public Affairs Research.)	24,138	15,288
Do	To Train Government Personnel and Community Leaders to insure Planned and Orderly Growth and Development. (R. Ronald Wells, Department of Art and Architecture.)	30,108	56,450
Illinois			
Northeastern Illinois University at Chicago.	Women's Educational Resource Center to Train Incarcerated and Low-Income Women. (Carol L. Adams, Center for Inner City Studies.)	125,737	86,081
Cooperating Institution: Illinois Board of Higher Education			6,000
Southern Illinois University at East St. Louis.	Administrative Planning and Management Program for the East St. Louis Area. (George Mitchom, Research Planner. Richard Bonner, Public Community Service.)	54,963	52,272
Cooperating institution: State Community College		16,843	9,532

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Illinois—Continued			
Eureka College at Eureka	Project Awareness: Human Library on Careers and Community Resources and Counselors Workshop. (Owen L. West, Education and Psychology Division.)	$21, 844	$16, 093
Rock Valley College at Rockford	West Rockford Leadership Development Project (Reuben Johnson, Dean of Community Services.)	9, 281	4, 225
Chicago State University at Chicago	Adult Center for Continuing Education Programs for Blacks and Latinos. (Olivia Grady and Eleanor Harrison, Division of Continuing Education.)	50, 339	25, 157
Cooperating institution: Olive-Harvey College		15, 600	9, 000
University of Illinois at Urbana	Training Program and Assistance to Low-Income Housing Resident and to Black Elderly. (Charles Henderson, School of Social Work.)	85, 000	43, 060
Sangamon State University at Springfield.	An Adult Interracial Training Program in Human Relations Concerns. (Augustine R–K Stevens, Political Studies.)	36, 200	30, 975
Southern Illinois University at Edwardsville.	Continuing Education in the Health and Community Action Area. (James Stuart and John Robinson, Health and Community Action.)	31, 330	20, 310
Cooperating institution: Greenville College		19, 000	17, 006
Prairie State College at Chicago	Community Ethnicity and Drug Abuse Education (Lorenzo Martin, Afro-American Studies.)	18, 000	16, 848
Indiana			
Indiana University at South Bend	Training Health Care Personnel to work with the Elderly (Thomas A. DeCoster School of Public and Environmental Affairs.)	25, 000	16, 006
Purdue University at West Lafayette	Community-Wide Environmental Education in Northwest Indiana. (Thomas D. Sherrard, Urban Affairs.)	25, 000	12, 500
Indiana University at Bloomington	Management Training for Public Health Personnel (Roy Jumper, Division of Professional and Technical Services.)	33, 000	19, 381
Ball State University at Muncie	Education Program to Provide Comprehensive Quality Child Care. (Ruth Hochstetler, Department of Elementary Education.)	25, 000	12, 500
Do	Community Awareness Program for Industrial Development (Joseph D. Brown, Bureau of Business Research.)	15, 000	7, 500
University of Evansville at Evansville	Child Development Workers Training Program (Janet R. Walker, Continuing Education for Women's Programs.)	53, 000	26, 500
Saint Mary's College at Notre Dame	Training Program for Day Care Center Personnel (Eugene A. Campanale, Department of Education.)	13, 500	6, 750
Indiana State University at Terre Haute.	In-Service Workshop Series for Child Care Workers (Jan McCarthy and Charles R. May Department of Elementary Education.)	40, 000	20, 000
Indiana Vocational Technical College at Indianapolis.	A Pilot and Demonstration Program to Provide On-site Entry Level Child Care Training to Serve the Disadvantaged Including those Who Leave the Migrant Stream. (Harvey S. Poling, Jr. Indiana Vocational Technical College.)	26, 217	13, 108
Indiana State University at Terre Haute.	Management Development Program for Community Social Service Agencies. (Harry F. Krueckeberg, School of Business.)	7, 998	5, 424

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Iowa			
Hawkeye Institute of Technology at Waterloo.	Home Improvement Through Adult and Continuing Education (George Bennett, Professor, Adult and Continuing Education.)	$13, 920	$6, 960
University of Dubuque at Dubuque	Training Program for Utilizing Student Volunteers in Community Service in Dubuque. (Greg Gullet, Department of Student Affairs.)	11, 400	7, 309
University of Iowa at Iowa City	Iowa Conference on Aging: Planning for the Delivery of Services to Older People. (Richard M. Caplan, M.D., Medicine Administration College College of Medicine.)	9, 523	6, 409
Iowa State University at Ames	An Educational Program for Leaders on the Impact of Regionalism in the State of Iowa. (Bernice Bateson, Home Economist Home Economics Program and Eber Eldridge, Co-Director, Extension Economist, Department of Economics.)	6, 484	4, 033
University of Northern Iowa at Cedar Falls.	Workshops on Public Policy (Robert L. Ross, Department of Political Science.)	9, 049	5, 515
Central College at Pella	College-Community Program for Marion County Women (Barbara Fassler, English Department.)	9, 190	7, 057
Clarke College at Dubuque	Individual Planning for Education and Career (Louise S. Ohavi, Center for Continuing Education for Women.)	10, 400	5, 200
Iowa State University at Ames	Leadership Workshop for Community Development (Maurice S. Kramer, 4–H and Youth Department.)	12, 541	6, 462
Kirkwood Community College at Cedar Rapids.	Human Potential Laboratory for Women (Don Williams, Head Counseling Department.)	19, 313	9, 689
University of Dubuque at Dubuque	Counseling Adults: A Workshop for Counselors (LeRoy H. Giles, Department of Education and Psychology.)	4, 700	2, 878
University of Iowa at Iowa City	Training Volunteer Education Resources for the Working Adult (Edgar R. Czarnecki, Professor, Center for Labor and Management College of Business Administration.)	15, 492	9, 785
Do	Women's Community Leadership Institute Project (Emma Jean Williams, School of Social Work.)	41, 000	20, 655
Do	Community Theatre Production Institute (Oscar L. Brownstein, Department of Speech and Dramatic Art.)	7, 260	10, 034
University of Northern Iowa at Cedar Falls.	Parent Aid Enrichment for a Disadvantaged Population (Dr. Mitchell A. Greene, Department of Sociology and Anthropology and Dr. William Dreier, Co-Director, Department of Educational Psychology and Foundations.)	7, 643	4, 607
Kansas			
Kansas City Kansas, Community Junior College at Kansas City.	Educational Programs for the Aged (Patricia W. Caruthers, Assistant Dean for Continuing Education and Community Services.)	7, 420	8, 530
Wichita State University at Wichita	Training Conference for Consultants to Municipal Governments (Richard E. Zody, Center for Urban Studies.)	9, 605	9, 531
Washburn University of Topeka at Topeka.	Training Management Conferences for City Administrators (Gregory J. Bien, Office of Special Instructional Programs.)	6, 348	5, 442
University of Kansas at Lawrence	Municipal-County Training Needs Survey (Douglas Meng, Division of Continuing Education.)	6, 000	4, 614
Cloud County Community College at Concordia.	Sixty Plus, Opportunities, Educational and Recreational Services (Lawrence D. Forsythe, Jr., Department of American History.)	5, 457	13, 113
Dodge City Community College at Dodge City.	Educational Opportunities for Municipal Personnel (Linda L. Eckelman, Division of Continuing Education.)	15, 000	22, 066

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Kansas—Continued			
University of Kansas at Lawrence	Training Modules for Municipal Employees (Douglas Meng, Asst. Director for Management and Organization Development.)	$15,000	$9,875
Do	A Community Attitude Self-Study and Need Determination of and by the Mexican-American Community in Topeka, Kansas. (Mele Koneya, Community Development Center.)	7,800	5,955
Kansas State College of Pittsburg at Pittsburg.	Planned Educational Program for the Aged (Dale Frihart, Department of Sociology.)	12,000	7,726
Wichita State University at Wichita	Assisting Local Initiative in County Land Use Planning (Kathleen Q. Camin, Department of Economics.)	12,000	12,469
Kansas State University at Manhattan	Leadership Training for St. Mary's Indian Center (John Slefridge, Department of Regional and Community Planning.)	18,000	14,462
University of Kansas at Lawrence	Living Room Seminars: Personal and Community Reorientation for Low-Income Women. (Mele Koneya, Community Development Center.)	7,800	5,955
Tabor College at Hillsboro	ACCESS: Associated Colleges Community Education Series for the Elderly. (Howard Johnson, Director of ACCK.)	26,780	17,241
Kansas State University at Manhattan	Community Trainers Conferences (Ronald W. Reichow, Division of Continuing Education.)	7,013	7,142
Kentucky			
Morehead State University at Morehead.	Training Local Government Officials in Fiscal Management (Jack E. Bizzel, Department of Political Science.)	24,700	12,350
University of Louisville at Louisville	Assisting County Officials for the Improvement of County Government. (Douglas Nunn, Urban Studies Center.)	24,000	12,000
University of Kentucky at Lexington	Hospital Management Assistance Program (Merlin M. Hackbart, Office of Business and Government Services.)	30,001	15,003
Northern Kentucky State College at Highland Heights.	Training of Child-Care Paraprofessionals in Local Social Service Agencies. (Patrician A. Doland, Department Sociology, Anthropology and Social Work.)	23,700	20,244
Morehead State University at Morehead.	In-Service Training for Vocational Rehabilitation Counselors (Harold Rose, Department of Adult Counseling.)	19,500	22,084
Murray State University at Murray	Educational Assistance to Local Governments of Western Kentucky. (Roy V. Kirk, Department of Management.)	19,930	16,270
Western Kentucky University at Bowling Green.	Intergovernmental Research and Services Institute, II (Vernon Martin, College of Business and Public Affairs.)	23,663	14,711
Eastern Kentucky University at Richmond.	Management for Local Government (Arthur Y. Lloyd, Department of Political Science.)	15,595	7,797
Southeast Community College at Cumberland.	Providing Educational Assistance Harlan County (Gayle F. Lawson, Department of Political Science.)	16,170	15,511
Louisiana			
Louisiana State University at Baton Rouge.	Governmental Services Institute (Steve Martin, Department of Political Science.)	70,000	35,000
Louisiana State University at Shreveport.	Seminar for Municipal and Parish Administrative Employees (Joseph Parker and Vincent Marsala, Department of Political Science and General Studies.)	7,100	3,550
Loyola University at New Orleans	Development of a Model Correctional Reform System and Community Education in Correctional Reform. (Dave Boileau, Institute of Human Relations.)	48,000	24,000

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Louisiana—Continued			
Northeast Louisiana University at Monroe.	Seminars on Computer Oriented Decision Sciences and the Local Government. (Charles O. Bettinger, III, Bureau of Business Research.)	$6,000	$3,000
Southern University at New Orleans	Development of Community Leadership in Public Housing Projects. (Robert Gex, Division of Continuing Education.)	25,180	37,770
University of New Orleans at Lake Front.	Political Issues for Public Administrators and Community Leaders. (Werner J. Feld, Department of Political Science.)	53,000	26,500
Maine			
University of Maine at Orono	A Statewide Voluntary Water Quality Monitoring Program. (Millard W. Hall, Environmental Studies Center.)	11,261	7,811
University of Maine at Gorham	Community Natural Resources Project. (Dean B. Bennett, Community Studies Program.)	17,894	9,016
University of Maine at Orono	Guidelines for Municipal Zoning Administration in Maine. (Irvine W. Marsters, Jr., Bureau of Public Administration.)	15,400	8,979
Do	A Workers' Guide to Labor Law, Video Version. (Charles J. O'Leary, Bureau of Labor Education.)	16,515	9,108
Bangor Community College at Bangor	Bangor Community College Women's Center. (Constance H. Carlson, Acting Director of Bangor Community College.)	18,959	20,576
University of Maine at Orono	The Maintenance of Appropriate Financial Records in Fishing Industry. (Paul D. Ring, University Extension Division.)	13,942	7,050
University of Maine at Portland	A Multi-Media Informational Program for Older People. (Samuel G. Andrews, Associate Degree Studies Division.)	8,996	6,438
University of Maine at Fort Kent	Training Unemployed and Underemployed Franco-Americans as Geriatric Aides. (Barbara K. Spath, Counseling and Testing Services Division.)	11,633	7,975
Maryland			
University of Maryland at College Park	Citizen Coalition on Land Use Education. (George D. Wood, University Extension Division.)	5,935	10,368
Do	Neighborhoods Uniting Project a Community and Professional action project for leadership development. (Thomas P. Murphy, Institute for Urban Studies.)	49,254	40,373
Frostburg State College at Frostburg	Group Techniques in Drug Education: The Social Seminar. (Dominic D'Angelo, Counseling Center.)	29,431	48,368
University of Maryland at College Park	Statewide Court Management Program. (Howard E. Newman, Conferences and Institutes Division.)	48,118	34,126
Morgan State College at Baltimore	Community Planning Coalition 1974/75. (Harry G. Robinson, III, Department of Urban Planning.)	31,387	38,132
Frostburg State College at Frostburg	Appalachian Maryland—A Maryland Microcosm. (John N. Bambacus, Public Affairs Institute.)	9,328	2,710
The Johns Hopkins University at Baltimore.	Applications of Community Change Competencies Model. (Roman J. Verhaalen, Evening College and Summer Session.)	23,656	15,185
Catonsville Community College at Catonsville.	Theatrical Program for Older Citizens. (Paul J. Boxell, Humanities Division.)	12,088	10,091
Harford Community College at Bel Air	Community Services Insititute. (Thomas D. Sepe, Assistant Dean of Curriculum and Instruction.)	10,000	19,368
Massachusetts			
Berkshire Community College at Pittsfield.	Ghost City Cable Advocates. (Emily Berky, Media Department.)	40,000	20,000
Boston College at Chestnut Hill	Delivery of Para-Legal Services to Public Housing. (Richard Huber, School of Law.)	25,100	19,558

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Massachusetts—Continued			
Brandeis University at Waltham	Resident Self-Help through Agency Access (Philip Gardner, Graduate School of Social Work.)	$20, 210	$12, 560
North Shore Community College at Beverly.	Health Care Access for Spanish and Portuguese in Salem/Peabody (Anthony M. Cotoia Continuing Education and Community Services Division.)	35, 000	21, 579
Bristol Community College at Fall River.	Southeastern Massachusests Access Project (Walter Fraze, Jr., Community Services Division.)	32, 100	17, 300
Tufts University at Medford	Health Care Accessibility for Boston's Chinese Community (Paul G. O'Friel Department of Health and Nutrition.)	52, 855	41, 518
University of Massachusetts/Boston at Dorchester.	Community Access through University Resources—A University-Community Partnership. (Tim Williams, Community Services Division.)	38, 690	20, 327
Worcester State College at Worcester	Worcester Area Video Contact (Herbert Taylor or Raymond DeBuse Community Services Division.)	49, 460	31, 060
Michigan			
Macomb County Community College at Warren.	Planning a Search for Productive Employment (Frank J. Anthonis, Dean, Division of Continuing Education.)	25, 000	13, 000
Kalamazoo College at Kalamazoo	Management of Small Business (Robert A. Winblad, Director, Small Business Institute.)	21, 500	11, 618
Grand Valley State Colleges at Allendale.	Model Cities Higher Education Program for Underemployed and Undereducated. (Donna J. Carter, Director, Model Cities Higher Education Facilities.)	35, 000	43, 420
Ferris State College at Big Rapids	Local Government Employee Training (Bruce W. Jacobs, Director, Local Government Service Center.)	26, 198	32, 431
Saginaw Valley College at University Center.	Chrysallis Center for the Adult Woman (Rosella E. Collamer, Instructor, In History and Humanities.)	14, 500	10, 056
Jackson Community College at Jackson.	Development of a Comprehensive Continuing Education System for Retirees and Pre-Retirees in Jackson County. (Damodaran Nair, Continuing Education for Older Adults.)	50, 000	29, 247
Charles Stewart Mott Community College at Flint.	Training Interpreters for the Deaf (Edward C. Carney, Program for the Hearing Impaired.)	4, 540	2, 324
Lake Michigan College at Benton Harbor.	Career Development through Education and Counseling (Kenneth Riley, Institute of Professional and Paraprofessional Studies.)	51, 000	23, 852
Calvin College at Grand Rapids	Mobilizing Community Resources for Senior Citizen Education Programs. (Theodore A. Rottman, Director, Social Research Center.)	15, 000	14, 944
Cooperating institution: Grand Rapids Junior College.			8, 776
Madonna College at Livonia	Preparation of Child Care Aides (Barbara Smith, Director, Child Care Aide Program.)	40, 000	78, 245
Cooperating institution: Marygrove College.			1, 500
Lewis Business College at Detroit	New and/or Upgraded Careers Education (Marie A. Jackson, Consultant in Urban Education.)	9, 000	5, 160
Wayne State University at Detroit	Higher Continuing Education Program for the Undereducated and Underemployed Adult. (Otto Feinstein, Director, University Studies and Weekend College.)	9, 000	4, 366
Cooperating institution: Eastern Michigan University.			750
Wayne County Community College at Detroit.	Project COMPACT: A series of Interethnic Community Workshops. (James M. Anderson, Assistant to the Dean of Continuing Education.)	55, 000	27, 500

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Michigan—Continued			
Bay de Noc Community College at Escanaba.	Community School-Community College Consortium for Continuing Education. (James A. Barr, Director of Community Services.)	$25,000	$17,100
Siena Heights College at Adrian	Community Education Program for Adult Women (Madeline Reno, Director of Community Education.)	18,000	11,000
Minnesota			
Mankato State College at Mankato	Regional and Community Development Action Program (Robert A. Barrett, Professor and Institute Director.)	19,000	9,500
University of Minnesota at Minneapolis	Center for Home Improvement Services to Low Income Clients (Gertrude Esteros, Head, Design Department.)	19,000	9,500
Augsburg College at Minneapolis	Improving Services to the Elderly (Paul T. Steen, Professor Sociology and Social Work.)	19,000	9,618
College of St. Thomas at St. Paul	Personal Finance for Senior Citizens in an Urban Community (M. A. Selim, Director, Economic Education Center.)	8,550	4,274
Normandale Community College at Bloomington.	Regional Program for learning Disabled Adults (Manley Olson, Associate Dean of Students.)	6,300	4,868
Cooperating institutions:			
Rochester Community College		6,300	4,866
Metropolitan Community College		6,300	4,866
St. Mary's Junior College	The Cedar-Riverside Lifetime Learning Center (Carol J. Peterson, Director, Development and Research.)	7,600	4,000
Cooperating institutions:			
Augsburg College	(Paul T. Steen)	7,600	4,000
University of Minnesota	(George W. Gilicic)	7,600	4,000
University of Minnesota at Morris	West Minnesota Consortium for Community Problem Solving (Russell A. May, Director of Continuing Education.)	18,997	16,446
University of Minnesota at Minneapolis	Educational Skills Center at Skakopee Reformatory and Stillwater Prison. (Carol Olson, Director, Community Programs.)	6,080	3,177
Metropolitan Community College at Minneapolis.	The Center City Mini College (Carlyle D. Davidsen, Dean of Instruction.)	13,300	6,650
St. John's University at Collegeville	Model Instructional Program for Elected Officials in Rural Areas (David Slipy, Director Local Government Institute.)	19,030	9,713
St. Olaf College at Northfield	Development Oriented Planning for Orderly Growth (Peter Stolley, City Administrator.)	9,936	3,461
Augsburg College at Minneapolis	Community Educational Out-Reach (Miriam R. Cohn, Director, Minnesota Resource Center for Social Work Education.)	18,970	10,013
University of Minnesota at Minneapolis.	Drug Monitoring and Education for the Elderly (Maxine I. Hammel, Instructor, College of Pharmacy.)	11,370	6,758
Mississippi			
Alcorn State University at Lorman	Continuation of Occupation Counseling on Career Choices (Rosa M. Porter, University Counseling Office.)	8,191	4,045
Jackson State University at Jackson	Leadership Development (Oscar Allan Rogers, Jr., Dean of the Graduate School.)	7,842	3,921
Mississippi State University at Mississippi State.	Leadership Development for Public Officials (Homer S. Coskrey, Jr., Dean of Continuing Education.)	31,509	15,759
University of Mississippi at University	Continuation of Adult Leadership Program (Maurice N. Inman, Division of Continuing Education and Extension.)	34,854	17,427
University of Southern Mississippi at Hattiesburg.	In-Service Counselor Training Project (John Alcorn, Chairman and Professor of Counseling and Guidance Department.)	22,161	11,082
Do	Planning for Educational Leadership (James H. McPhail, Department of Educational Administration and Supervision.)	30,201	18,475

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Mississippi—Continued			
Meridian Junior College at Meridian	Mobile Center for Counseling (Jack Shank, Dean of Continuing Education Division.)	$7,842	$11,671
Northeast Mississippi Junior College at Booneville.	Environmental Awareness (James L. Rhodes, Community Service and Continuing Education Division.)	10,456	10,456
Utica Junior College at Utica	Work With Aged, Training for Leadership (Worth E. Haynes, Continuing Education and Community Service.)	2,915	1,458
Missouri			
School of the Ozarks at Point Lookout	Seminar on Management for Small City Employees (Eduard Quiko, Associate Professor, Political Science.)	13,608	3,900
Washington University at St. Louis	Employment-Housing Education Program (William J. Harrison, Director, Office of Urban Projects, School of Continuing Education.)	26,142	17,141
University of Missouri at Rolla	The Use of User Charges to Control Pollution (Christopher Garbacz, Assistant Professor of Economics.)	8,970	4,480
Do	Community Attitude and Successful Convict Rehabilitation (Curtis Admas, Assistant Professor of Economics.)	7,520	3,760
University of Missouri at St. Louis	Backgrounding Institutes for Reporters and Municipal Officials (Frederick C. Brechler, Assistant Dean for Extension College of Arts and Sciences.)	21,069	13,036
University of Missouri at Kansas City	Carver Community Center Economic Development Project (Michael Mardekes, Assistant Dean for Continuing Education.)	20,596	10,789
University of Missouri at Columbia	Depolarization Project in the Community of Kansas City (Jackson C. VanTrece, Assistant Dean, College of Arts and Sciences.)	20,775	11,659
Do	Project BOCANS: Boone County Child Abuse and Neglect System. (Eleanor Shaheen, Department of Child Health.)	14,700	6,250
University of St. Louis at St. Louis	Improving Neighborhood Participation in the Political Environment. (George D. Wendel, Director and Professor, Urban Studies.)	12,133	6,066
Junior College District of Metropolitan Kansas City.	Community/Family Development Program (Edward Davis, Associate Director, Metropolitan Institute of Community Services.)	24,980	12,545
Northeast Missouri State University at Kirksville.	Kirksville Operation Awareness and Participation (Stuart L. Vorkink, Professor of Political Science.)	13,480	7,490
The University of Missouri at Columbia.	Training of Election Officials in the State of Missouri (Richard Dohm, Associate Professor of Political Science.)	11,500	5,751
Do	Tri-Regional Fiscal Capability Study (Melvin McLean, Area Director.)	12,400	6,200
Columbia College at Columbia	Women in Local Government (Terry Richey, Director of Public Relations.)	8,806	4,405
University of Missouri at St. Louis	Leadership Training for Neighborhood Councils (Everette E. Nance, Director, Midwest Community Education Development Center.)	12,034	6,119
University of Missouri at Rolla	Workshops on Data Information System for the City of St. Joseph and Buchanan County. (John M. Amos, Associate Professor of Engineering Management.)	21,156	10,580
Do	The Use of User Charges to Control Pollution (Christopher Garbacz, Assistant Professor of Economics.)	8,870	4,480

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Montana			
University of Montana at Missoula	Montana Voter Review of Forms of Local Government (Peter Koehn, Department of Political Science.)	$26, 273	$13, 709
Montana State University at Bozeman	Northeast Montana Study Travel Leadership Program (Calvin J. Oraw, Cooperative Extension Service Community Development Agent.)	18, 530	11, 147
Do	Prepare and Disseminate Information on Montana's New Water Use Code to Water Users. (Charles C. Bowman, Agricultural Engineering Department.)	10, 817	5, 424
Rocky Mountain College at Billings	Learning Experience for the Senior Citizen (Margaret Ping, Director, Center for Continuing Education.)	3, 157	1, 618
Montana State University at Bozeman	Montana State University Experimental Language Disabilities Program. (Jack R. Olson, Speech Communication Department.)	12, 577	6, 375
Dawson College at Glendive	Eastern Montana Local Government Reform (James Hoffman, President.)	7, 560	4, 205
Rocky Mountain College at Billings	Understanding the Mexican-American (Margaret Ping, Director, Center for Continuing Education.)	1, 665	941
University of Montana at Missoula	Public Education Concerning Montana Voter Review of Local Government. (Peter Koehn, Department of Political Science.)	16, 624	9, 040
Montana State University at Bozeman	Nutrition Education Program for Elementary Teachers (Angelina Oberto, Associate Professor, Home Economics.)	5, 748	2, 874
Nebraska			
University of Nebraska at Lincoln	Natural Resources District Manager and Director Education (Deon D. Axthelm, Water Resource Specialist.)	10, 348	13, 564
Doane College at Crete	Education for Local Government Officials (Bernita Thompson, Assistant Professor of English Communication.)	16, 000	8, 500
Chadron State College at Chadron	Education for Community Betterment (Gloria Aspinall, Media Specialist.)	19, 156	11, 338
University of Nebraska at Lincoln	Community Services: The Community Education Resource and Research Center. (Cecil Steward, Dean, College of Architecture.)	21, 175	48, 443
University of Nebraska at Omaha	Drug Monitoring in Community Pharmacies (Dick R. Gourley, Chairman, Department of Clinical Education and Services.)	21, 311	24, 227
Kearney State College at Kearney	Small Business Management (Royce A. Lorentz, Director, Center for Small Business.)	23, 869	25, 280
University of Nebraska at Omaha	Workshops for Newly Elected Officials (Harold Gordon, Professor, Public Administration.)	23, 981	14, 338
Kearney State College at Kearney	Staff Training for Hospital Personnel (Ward Schrack, Health Education.)	5, 000	2, 500
Nevada			
University of Nevada at Reno. Cooperating institutions: University of California; Western Nevada Community College; Desert Research Institute.	Lake Tahoe Environmental Education Consortium (Wes Jackson, Chairman, Environmental Department.)	21, 000	10, 500
University of Nevada at Reno	Energy: Potential and Use (Robert McKee, Professor, Mechanical Engineering Department.)	63, 100	43, 160
University of Nevada at Reno	Preparing for Retirement (Gertrude Cook, General University Extension.)	9, 253	7, 014

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
New Hampshire			
Franconia College at Franconia	North Country Development through Community Education (Michael Bailin, Political Science Department.)	$13,800	$6,900
Keene State College at Keene	Women's Educational Resources Cooperative (Eleanor Vander Haegen, Professor Social Sciences.)	16,620	8,310
St. Anselm's College at Manchester	Education of the Elderly for Survival (Philip Valley, Assistant Dean of the College.)	7,300	4,200
University of New Hampshire at Durham.	Blackberry Falls: A simulation on Community Governance (Jerry A. Warren, Office of Academic Computing.)	18,000	10,615
Dartmouth College at Hanover	Isolation and Income for Women and the Elderly (Barbara Davis, Office of Instructional Services.)	10,400	3,600
University of New Hampshire at Durham.	WISE: Women's Information Service for Education (Angelo Boy, Education Department.)	8,283	4,142
New England College at Henniker	Constitutional Revision and Community Governance (Marvin Braiterman, Dean, Division of Social Science.)	14,400	7,200
Do	Training for Supervisors of Senior Volunteers (Edward Rutledge, Psychology Department.)	5,400	2,700
University of New Hampshire at Durham.	Skills Training for Delivery of Human Services (William Henry, University of New Hampshire Resources Development Center.)	1,000	----------
Cooperating institution: University of Connecticut.			500
New Jersey			
Rutgers University at New Brunswick	Workshops in Urban Communications (Jerome Aumente, Director, Communications Research Center.)	45,000	61,540
Atlantic Community College at Mays Landing.	Senior Citizens at College (Ruben R. Blane, Director, Programs for Senior Adults.)	40,000	42,795
Ramapo College at Mahwah	Newark Watershed (Joseph LeMay, School of Human Environment.)	27,000	15,811
Essex County College at Newark	Metropolitan-County Affairs Center (Robert J. Russo, Coordinator.)	15,000	18,000
Glassboro State College at Glassboro	Office of Community Field Services (Olney H. England, Director.)	20,000	40,286
Bergen Community College at Paramus	Project Transition (Lois E. Marshall, Division of Community Services.)	50,000	57,100
New Jersey Medical School at Newark	Community Relations and Health Information (Florence Gaynor, Executive Director, Martland Medical Center.)	25,000	60,480
Kean College of New Jersey at Union Cooperating institutions: Seton Hall University; Union College; Union County Technical Institution.	Veterans Education Corps (Ronald Burtnick, Director, Consortium of East Jersey.)	50,885	28,320
Bloomfield College at Bloomfield	North Ward Mobile Career Counseling Center (Frank W. Dana II, Director of Admissions.)	40,000	20,000
Glassboro State College at Glassboro	Career and Educational Counseling Service (Eric Clark, Director, Camden Urban Center.)	25,000	14,062
New Mexico			
New Mexico Jr. College at Hobbs	College-Community Relations (Griffith Henson, Director of Community Services.)	15,000	7,500
New Mexico University at Grants	Community Services Council (Warren G. Noland, Director.)	15,000	8,662

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
New Mexico—Continued			
University of New Mexico at Gallup	Community Services Council (Calvin O. Hall, Director.)	$15,000	$10,500
Western New Mexico University at Silver City.	Southwest New Mexico Continuing Education Development (Craig R. Lundahl, Office of Economic, Social and Population Research.)	18,000	11,700
San Juan Campus, New Mexico State University at Farmington.	Competitive Consumer Living (William Witter, Directors Office, NMSU.)	10,000	5,000
New Mexico State University at Las Cruces.	Management Training for Small Business (W. K. Daugherty, Department of Accounting and Finance.)	12,000	8,400
Do	Elected Officials In-Service Training and Information Programs (James I. Grieshop, Extension Service of NMSU.)	2,300	5,100
Western New Mexico University at Silver City.	A Consumer Purchasing Course (David M. Dennis, Office of Research.)	3,000	2,416
Eastern New Mexico University at Portales.	Institute for Rural Development (Bill L. Burkett, Institute for Rural Development.)	13,000	35,000
New Mexico Military Institute at Roswell.	Retirement Planning and Leisure Time Activities (Gwen Robbins, Director of Continuing Education.)	2,750	2,060
New York			
The City College of the City University of New York.	A College-Community Impact Program of Postsecondary Adult Education. (John M. Lowe, Assistant Dean, School of General Studies.)	11,120	55,560
Queens College of the City University of New York.	Urban Administration for Community Agency for Action (Beverly Ann Smirni, Department of Social Science.)	66,110	33,500
Manhattan College at Riverdale	Education for Adults in the Mid-Morrisania Section of the Bronx (Edward Phelan, School of Education.)	58,725	29,863
Corning Community College at Corning.	College Entry for Disadvantaged Adults (Gary A. Yoggy, Division of Continuing Education and Community Services.)	31,360	15,825
Hostos Community College of the City University of New York.	Building Bridges Between the Minority Communities and the Criminal Justice Systems. (Anthony Santiago, Director of Community and Continuing Education.)	16,880	8,440
Fiorello H. LaGuardia Community College.	A Community-Based Program in Leadership Development and Human Services Training. (William T. Salerno, Director, Program Development and Community Services.)	67,165	33,583
Pace University, New York	The Establishment of a New York City Regional Center for Life-Long Learning. (Richard M. Catalano, Regents Regional Coordinating Council.)	75,000	37,500
Cornell University at Ithaca Cooperating institutions: 26 public and private institutions.	Alternative Models for Community-Based Education (John Wilcox, Institute for Occupational Education.)	60,000	30,000
Rochester Institute of Technology at Rochester.	Coordinated System of Post-Secondary Continuing Education in the Genesee Valley Region—Phase II. (Alexander Cameron, Rochester Area Colleges, Inc.)	21,650	10,825
Thomas S. Clarkson Memorial College of Technology at Potsdam.	Northern Region Postsecondary Continuing Education Group (Fritz H. Grupe, Associate Colleges of the St. Lawrence Valley.)	100,000	50,000
Marist College at Poughkeepsie	Postsecondary Continuing Education in the Mid-Hudson Region (Robert Vivona, Associate Colleges of the Mid-Hudson Area.)	95,000	47,500
Do	Community Leadership Program (Margaret P. Olson, Poughkeepsie College Center.)	2,000	1,000

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
North Carolina			
Appalachian State University at Boone	Rural Government Training and Assistance (Richter H. Moore, Jr., Professor, Department of Political Science.)	$28,302	$16,902
East Carolina University at Greenville	Marine Advisory Services: Environmental Education—A Basis for Coastal Zone Management: (James A. McGee, Assistant Dean, Division of Continuing Education.)	15,000	8,995
Fayetteville State University at Fort Bragg-Pope Air Force Base Campus.	Problems and Trends in Local Government Administration (Lawton E. Bennett, Fayetteville State University Director of Continuing Education.)	8,170	4,085
Livingstone College at Salisbury	College-Community Education and Screening Program in Sickle Cell Syndrome. (Lois H. Reeves, Health Services Department.)		
Mars Hill College at Mars Hill	Improvement of Local Government in Madison County and Surrounding Area. (Donald N. Anderson, Department of Social and Behavioral Sciences.)	16,467	8,483
North Carolina A. & T. State University at Greensboro.	Facilitating Minority Citizens Participation in the Decisionmaking Process. (Sampson Buie, Jr., Office of the President.)	19,886	9,944
North Carolina State University at Raleigh.	North Carolina Energy Information Program (Jesse S. Doolittle, Center for Urban Affairs and Community Service.)	40,000	20,000
Do	Short Course for Stormwater Management in Urban Areas (H. Rooney Malcom, Jr., Department of Civil Engineering.)	14,660	7,340
University of North Carolina at Charlotte.	Citizen Involvement in Goals Setting for Charlotte-Mecklenburg (Winston H. Puttick, Institute for Urban Studies and Community Service.)	4,500	2,255
Do	Metrolina Public Affairs Education Program (Norman W. Schul, Institute for Urban Studies and Community Service.)	16,000	12,600
University of North Carolina at Chapel Hill.	Principles of Public Health Practice (John T. Hughes, School of Public Health.)	24,017	12,009
Do	A Study to Develop a Comprehensive, Coordinated and Statewide System of Community Service and Continuing Education Programs. (E. Walton Jones, General Administration Office.)	52,195	26,098
Wake Forest University at Winston-Salem.	Winston-Salem City Government Management Skills (Jack D. Ferner, Babcock Graduate School of Management.)	8,000	4,985
Western Carolina University at Cullowhee	Management Training Assistance for Local Units of Government (Gordon S. Sanford, School of Business.)	10,000	8,596
North Dakota			
North Dakota State University at Fargo.	Family Living and Employment (Virgil Gehring, College of University Studies.)	8,210	4,105
Cooperating institutions:			
Bismarck Junior College		4,700	2,350
Mary College		3,800	1,900
Jamestown College at Jamestown	Developing the Human Potential (Loyde G. Peterson, Vice President for Business Relations.)	8,200	4,100

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
North Dakota—Continued			
North Dakota State School of Science at Wahpeton.	The Mind and the Heart of Death (Barbara Erickson, Continuing Education Division.)	$8,210	$4,105
University of North Dakota at Grand Forks.	Land Identification from a Review of Planning Needs (John S. Penn, Dean, Division of Continuing Education.)	46,200	23,100
Bismarck Junior College at Bismarck	Community Leadership and Development (Lloyd Anderson, Director of Community Services.)	3,500	1,750
Valley City State College at Valley City.	Community Leadership (Robert M. Horne, Office of the President.)	8,210	4,105
Mayville State College at Mayville	Community Development, Teaching Learning Center (Dennis Kost, School of Education.)	8,210	4,105
Lake Region Community College at Devils Lake.	Community Land and Water Recreational Development (Arlo D. Stevick, Director of Community Services.)	3,000	1,500
Mary College at Bismarck	Activate Senior Citizen Potential (Dave Bertils, Social Work Division.)	4,400	2,200
Ohio			
Case Western Reserve University at Cleveland.	Alternatives for Out of School Students (Noreen Haygood, Director, Youth Development Programs.)	31,000	15,500
Cuyahoga Community College at Cleveland.	Project Search-Near West Side of Cleveland Outreach Center (James E. Lorion, Dean of Community Services Office.)	34,000	23,445
Dayton-Miami Valley Consortium at Dayton.	CATV Training for Community Decision Making (Joseph E. Ordorff, Office of Community Services.)	69,000	40,861
Kent State University at Kent	Potential for Consolidating Planning Activities in the General Akron Area. (Eugene P. Wenninger, Center for Urban Regionalism.)	19,000	7,294
Medical College of Ohio at Toledo	Community Health Education and Screening (Robert E. Walden, Community Service Division.)	63,000	41,797
Ohio Dominican College at Columbus	Training Program for Workers with Alcoholics (Thomas E. Kirkpatrick, Office of Community Service.)	31,500	22,860
Ohio Northern University at Ada	Home Health Services: An Alternative to the Institutionalization of the Aged. (Louis D. Vottero, College of Pharmacy.)	31,000	16,000
Ohio State University at Columbus	Columbus Public Awareness Program (John P. Stanley, College of Administrative Science.)	47,000	23,500
The Ohio State University at Newark	Training Professionals to work with the Educationally Disadvantaged Adults of Newark. (Gary B. Price, Directors Office.)	20,000	9,967
University of Toledo at Toledo	Mental Health Law Clinic (Robin M. Kennedy, College of Law.)	43,500	22,938
Youngstown State University at Youngstown	Improvement of Social Agency Planning and Budgeting Capability. (Jack Foster, College of Business and Management.)	37,000	24,793
Oklahoma			
University of Oklahoma at Norman	Retail Business Security (Henry D. Thornton, Director of Security Training Division.)	9,961	7,417
Central State University at Edmond	Public Service Officer's Development (Richard Mitchell, School of Education.)	7,500	4,000
Northeastern State College at Tahlequah.	The College and the Community (W. Neil Morton, Continuing Education and Special Programs Division.)	16,000	8,365

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Oklahoma—Continued			
University of Oklahoma at Norman	Affirmative Action Programs (Donald J. Hall, Southwest Center for Human Relation Studies.)	$20,500	$14,000
Cooperating institutions: Oklahoma State University; University of Tulsa; Oral Roberts University; Central State University; Oscar Rose Junior College; Northeastern State College; Altus Junior College; Bartlesville Wesleyan College; Cameron State College; Oklahoma Christian College; South Oklahoma City Junior College; Bethany Nazarene College; Phillips University; East Central State College; Eastern Oklahoma State College; Carl Albert Junior College; Seminole Junior College; Langston University.			
Oscar Rose Junior College at Midwest City.	Adult Consumer Economics Training (Dean Underwood, Continuing Education and Community Service Center.)	24,000	18,481
University of Oklahoma at Norman	Community Indicators (Dave R. Morgan, Bureau of Government Research.)	9,000	4,700
Seminole Junior College at Seminole	Senior Citizens Training (Bob Trammell, Community Service Division.)	11,000	5,500
South Oklahoma City Junior College at Oklahoma City.	Senior Citizen's Health Services (Dale Johnson, Community Services Division.)	12,000	7,000
University of Oklahoma at Norman	Community Bicentennial Participation (Lee Hayden, Department of Short Courses.)	10,815	6,426
Murray State College at Tishomingo	Educational Cablevision (Dennis Toews, Director of Educational Media.)	18,124	24,369
Oklahoma State University at Stillwater	Position Descriptions for Small Communities (Earl J. Ferguson, School of Industrial Engineering and Management.)	13,760	7,000
Connors State College at Warner	Industrial Development and Management Training (Bryce Wilde, Practical and Technical Arts Department.)	11,406	6,048
Oregon			
Oregon State University at Corvallis	Community Focus Communications (Gwil Evans, Extension Service Division.)	30,345	10,370
Cooperating institutions:			
Lewis and Clark College		45,455	24,313
Southwestern Oregon Community College		71,200	64,414
Oregon State University at Corvallis	Community Communication Through Cable Technology (Richard J. Weinman, Department of Speech Communication.)	2,500	26,606
Do	Videotape to Reach Consumers—Pilot Topic: Food Preservation (Judith Forest and William C. Smith Extension Service Division.)	2,498	1,694
Division of Continuing Education at Portland.	Women: Job Outreach Broadcasts (Sue Gordon, Coordinator Women's Programs.)	2,400	999
Cooperating institutions:			
KOAP-TV			1,070
KBPS		100	65

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Pennsylvania			
Community College of Allegheny County at Pittsburgh.	Expansion of Community Services Center (John W. Kraft, Dean, College Center-North.)	$29, 816	$14, 908
York College of Pennsylvania at York	Consumer Education and Protection Workshop (Kenneth G. Scalet, Business Administration School.)	6, 468	3, 235
Delaware County Community College at Media.	Reaching and Counseling Unemployed and Underemployed Adults in Greater Philadelphia. (Eugene J. Kray, Dean of Continuing Education.)	20, 000	14, 471
Cooperating Institutions:			
Bucks County Community College		15, 084	7, 542
Montgomery County Community College.		22, 000	11, 000
Cheyney State College		17, 000	28, 096
Shippensburg State College at Shippensburg.	COACH, Concentration in Adult Counseling Help (Richard Rhodes, Chairman, Department of Counseling.)	12, 000	6, 000
University of Pittsburgh at Pittsburgh	Elderly Services Personnel Training Program (Elizabeth Blaisdell, Director of Adult and Continuing Education Division.)	4, 073	7, 036
The Pennsylvania State University at University Park.	Community Education Program on Home Rule and Optional forms of Government. (Larry D. Gamm, Department of Community Development.)	30, 361	15, 180
Temple University at Philadelphia	Career Ladder and Training Systems for Para-professionals (Seymour J. Rosenthal, Director, Center for Social Policy and Community Development.)	64, 660	50, 320
Harrisburg Area Community College at Harrisburg.	Adult Counseling Centers (Hazel J. Brown, Urban Development Institute.)	20, 000	10, 000
Community College of Beaver County at Monaca.	Expansion of Community Services on Local Problems (Lucille Waterson, Continuing Education Division.)	12, 500	15, 445
Indiana University of Pennsylvania at Indiana.	Organization and Financing of Local Governments (Richard F. Heiges, Political Science Department.)	4, 000	2, 133
California State College at California	Institute on Human Ecology of Southwestern Pennsylvania (Willard McCartney, Environmental Studies Center.)	50, 000	25, 000
The Pennsylvania State University at University Park.	Manpower Development Program for Building and Housing Code Enforcement Officials. (C. Lance Charriere, Department of Architectural Engineering.)	33, 870	16, 935
Allegheny College at Meadville	Northwestern Pennsylvania Environmental Data Center (Kenneth R. Greene, Assistant Professor of Political Science Department.)	23, 950	30, 530
Clarion State College at Clarion	Organizing and Coordinating Efforts to Implement Basic Programs of the Penn Soil Conservation Education Center. (John McLain, Research-Learning Center.)	27, 000	14, 900
West Chester State College at West Chester.	Institute for Local Government Assistance and Environmental Quality. (LeRoy Schuette, Educational Development Center.)	42, 000	28, 200
Wilkes College at Wilkes-Barre	Training Secondary School Counselors to Serve as Adult Counselors in Communities of Luzerne and Lackawanna Counties. (Philip R. Tuhy, Institute of Regional Affairs.)	5, 024	2, 514
Northampton County Area Community College at Bethlehem.	Para-Teacher Training Program in the State Correctional Institutions. (Kenneth B. Woodbury, Jr., Dean for Resource Development.)	22, 000	22, 000
Edinboro State College at Edinboro	Local Government Assistance Program (Louis S. Meyer, Department of Political Science.)	24, 000	18, 493

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Puerto Rico			
University of Puerto Rico at Rio Pedras	Institute for Policy Studies and Law (Jaro Mayda, School of Law.)	$18,000	$9,000
Do	In-Service Training Program in Sports and Recreation for Supervisors. (Luis Antonio Baez, Continuing Education and Extension Division.)	11,808	5,904
Do	Barriada Morales and Las Corlinas Project (Rosa C. Marin, Graduate School of Social Work.)	42,000	14,676
Do	Informing the Consumer (Luis Sanchez Betances, Business Research Center.)	35,000	17,500
Work University at Hato Rey	Small Business Organization Program (Rafael Garcia Mely, Dean Academic Affairs.)	15,790	7,895
Rhode Island			
Rhode Island College at Providence	Upgrading Therapeutic Nursing Skills for Psychiatric Nurses (Anne L. Milhaven, School of Nursing.)	7,214	3,607
Bryant College at Smithfield	Seminar in Management for Women (Philip R. Graf, Center for Management Development.)	8,000	4,000
Rhode Island Junior College at Warwick.	Labor Education Center (Richard Zorabedian, Community Service and Continuing Education Division.)	7,000	3,500
Salve Regina College at Ochre Point	Geriatric Patient Care (Virginia Walsh, Director of Community Services Division.)	10,002	5,837
Rhode Island College at Providence	Community Day Care Training Program (Ellen Winkelstein, School of Education.)	8,360	5,969
Providence College at Providence	Action for a Change (James F. Ford, Continuing Education Division.)	15,992	3,032
Cooperating institutions:			
Salve Regina College			2,132
Our Lady of Providence			
Consortium of Agencies			28,606
Rhode Island College at Providence	In-Service Training for Freshman State Legislators (Victor L. Profughi, Department of Political Science.)	2,484	1,752
Do	Impact of Non-Traditional Educational Services (Audrey Thompson, Urban Education Center.)	1,728	834
Do	Improving Service Delivery Through Inter-Institutional Programs. (Eunice O. Shatz, Department of Sociology.)	10,210	7,981
University of Rhode Island at Kingston	Special Project for the Advancement and Rehabilitation of Kons— SP .RK (Louis Proccacini, Urban Education Center.)	5,953	6,118
Rhode Island College at Providence	Systematic Family Education (Rodney Goodyear, Department of Counselor Education.)	4,644	3,029
Do	Training to Enhance Skills for Boy's Club Personnel (John W. Treiber, Department of Counselor Education.)	1,600	800
Do	Foster Parent Group Education (Eunice C. Shatz, Department of Sociology.)	5,167	2,610
Johnson and Wales College at Providence.	Project Open End (Cecelia M. Ranallo, Academic Dean.)	5,000	2,500
Brown University at Providence	Communication of Health Information to Residents (Roswell D. Johnson, Director, Health Services Division.)	10,000	5,000

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
South Carolina			
Allen University at Columbia	Center for Community Service and Continuing Education (LaMyra Davis, School of Education.)	$11,400	$7,794
Claflin College at Orangeburg	Inservice Training Program for Recreation Personnel (Elizabeth Rose, Department of Health, Physical Education, and Recreation.)	7,956	4,522
Clemson University at Clemson	Management Training for Water and Wastewater Utility Managers. (Ralph D. Elliott, College of Industrial Management and Textile Science.)	8,480	5,659
Do	Land-use Problems and Issues in South Carolina (John H. Austin, Environmental Systems Engineering Department.)	27,685	21,312
College of Charleston at Charleston	Post-Secondary Education for Community Leaders (N. Steven Steinert, Department of Political Science.)	13,352	7,439
Columbia College at Columbia	Eau Claire Community Assistance Project (Robert J. Moore, Department of History and Political Science.)	24,910	22,858
Medical University of South Carolina at Charleston.	Health Care Education for General Public (D. W. Robinson, Division of Continuing Education.)	12,049	11,108
Midlands TEC at Columbia	Partners in Reading (Calvino Guimaraes, Division of Continuing Education.)	16,057	8,835
Piedmont TEC at Greenwood	Project Transition (Elizabeth Moss, Human Services Department.)	13,540	7,319
Spartanburg Regional Campus at Spartanburg.	Community Understanding and Leadership (John B. Edmunds, Jr., Division of Social and Behavioral Sciences.)	14,913	9,657
University of South Carolina at Columbia.	Community Leadership Development Program (James G. Fraser, Department of Education.)	16,006	17,104
Do	Life Adjustment and Enrichment Program (J. Irby Hayes, Division of Educational Services.)	5,737	4,272
Do	Assistance to Low Income Parents and to the Child Care Staff in Bamberg County. (Davia M. Veach, College of General Studies.)	12,249	7,309
South Dakota			
Mount Marty College at Yankton	Sewage and Nitrate Contamination in Rural Wells (Maureen Diggins, Biology Department.)	9,588	4,789
South Dakota School of Mines Technology at Rapid City.	Explosives Usage (Pete Oslund, Department of Mining Engineering.)	2,337	1,168
Presentation College at Aberdeen	Retirement (Charles Prochaska, Community Services Division.)	1,334	666
Dakota Wesleyan University at Mitchell.	Environmental Awareness Workshop (John V. Hartung, Department of Education and Psychology.)	4,378	2,510
Do	Supplemental Instruction for the Activity Therapist in Retirement Homes of District Three. (John V. Hartung, Department of Education and Psychology.)	18,422	9,538
Presentation College at Aberdeen	Prenatal Series (Charles Prochaska, Community Services Division.)	2,200	1,100
University of South Dakota at Vermillion.	Civic Education Impact (Thomas R. Burns, State-Wide Educational Services Department.)	18,880	9,440
Do	Social Education Impact (Thomas R. Burns, State-Wide Educational Services Department.)	9,384	4,692

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
South Dakota—Continued			
Augustana College at Sioux Falls	Horizontal Communications System for Region II (E. W. Mueller, Director of CENCOAD (Computer Management).)	$7,100	$4,750
Presentation College at Aberdeen	Health Care Facilities and the Law (Charles Prochaska, Director of Community Services Division.)	6,717	3,359
Augustana College at Sioux Falls	Volunteer Coordination and Education (Jerry Larson, Department of Sociology.)	4,800	5,670
South Dakota State University at Brookings.	Environmental and Land Use Planning Information for Local Officials and Citizens. (Max Myers. Director of Social Science Department.)	22,814	11,407
Tennessee			
The University of Tennessee at Nashville.	Statewide Consumer Education III (Barbara Gilmer, Division of Continuing Education.)	34,000	17,000
Cooperating institutions:			
Cleveland State Community College.		2,600	1,300
Dyersburg State Community College.		3,200	1,600
East Tennessee State University		6,600	3,300
Lambuth College		6,600	3,300
Memphis State University		6,600	3,300
Motlow State Community College		3,900	1,950
Tennessee State University		6,600	3,300
Tennessee Technological University.		6,600	3,300
Tennessee Wesleyan College		6,600	3,300
The University of Tennessee at Chattanooga.		5,400	2,700
The University of Tennessee, Knoxville.		6,600	3,300
The University of Tennessee at Martin.		5,400	2,700
The University of Tennessee, Institute for Public Service, Environment Center.		8,300	4,150
The University of Tennessee at Knoxville.	Staff Assistance for Public Community Colleges (John M. Peters, Division of Continuing Education.)	46,500	23,250
Do	Community Growth Policy and Development (Paul Martin, Project Director Institute of Public Service.)		
Cooperating institutions:			
East Tennessee State University		8,522	4,261
Lincoln Memorial University		4,000	2,000
Tennessee State University		8,000	4,000
Tennessee Technological University.		6,400	3,215
Tennessee Wesleyan College		8,600	4,300
The University of Tennessee		8,000	4,000
The University of Tennessee Center for Government Training.		11,400	
Volunteer State Community College.		5,082	3,000

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Texas			
University of Houston at Houston	Research & Education on Impact of the Texas Constitution (John E. Bebout, Institute for Urban Studies.)	$34,000	$24,273
Texas A. & M. University at College Station.	Texas Assembly on Land Use (William Douglas Moore, Texas Real Estate Research Center.)	20,000	10,000
The University of Texas at Arlington	Local Government Advisory Service (Frank W. Anderson, Research and Service Division.)	30,000	23,206
North Texas State University at Denton.	Texas County Records Inventory and Management Project (Dorthy F. Byrd, University Center for Community Services and Continuing Education.)	25,000	12,500
Tarrant County Junior College at Fort Worth.	Senior Citizen Continuing Education Program (William F. Thomas, Director of Community Services.)	2,000	1,000
The University of Texas at Austin	A Unitary Private-Public Decision System for Large-Scale Land Development. (John Gallery, Associate Professor and Terry D. Kahn, Assistant Professor.)	15,000	16,394
Lamar University at Beaumont	State Plan for Adult and Continuing Education (John E. Gray, President.)	70,000	45,429
Texas A. & M. University at College Station.	County Officials Program (Charles E. Lawrence, Project Leader.)	15,000	67,260
West Texas State University at Canyon.	An Orientation Program for Newly Elected City Officials (Walter L. Shelly, Political Science Department.)	2,000	1,500
The University of Texas at Austin	Advanced Professional Development in Property Tax Administration. (Lynn F. Anderson, Office of Conferences and Training.)	25,000	13,000
Do	Management Institute for Texas Commission on Services to Children and Youth. (Barry Lovelace, Office of Research.)	14,000	9,500
Texas Tech University at Lubbock	New Approaches to Real Problems for Local Governments (D. M. McElroy, Director of Continuing Education.)	46,000	23,519
Texas A. & M. University at College Station.	A Community Service and Continuing Education Program for Recreation and Park Professionals and Laymen. (Billie I. Ingram, Industrial Economics Research Division.)	8,000	4,000
Trinity University at San Antonio	Intern Assistance to Local Governments (Earl M. Lewis, Urban Studies Program.)	20,000	10,440
Pan American University at Edinburg.	City Manager In Residence Project (Carl Rush, School of Business Administration.)	23,000	11,500
Texas Christian University at Fort Worth.	Municipal Occupational Safety Pilot Demonstration Program (John P. Hall Director Division of Civic Affairs.)	20,000	10,000
Texas A. & M. University at College Station.	Animal Control Training Program for Texas Cities (W. R. Blackwell, Center for Urban Programs.)	9,000	4,500
Do	Technical Assistance in Municipal Engineering (Milton L. Radke, Community Services Department.)	15,000	7,500
Austin Community College at Austin	Continuing Education Program to Use Talents of Older persons (W. Travis Williamson, Director Out-of-District Courses.)	18,000	10,000
College of the Mainland at Texas City.	Citizen and Government Involvement Demonstration Project (Lloyd R. Longnion, Community Education Coordinator.)	15,000	7,500
Southern Methodist University at Dallas.	Developing Housing Strategies for Dallas (Jo Fay Godbey, Center for Urban and Environmental Studies.)	16,000	8,000
North Texas State University at Denton.	Local Government Manpower Performance Program (Dorothy F. Byrd, Director, The University Center for Community Services and Continuing Education.)	10,000	5,000
Texas Southern University at Houston.	Community Involvement in Transportation Planning and Energy Conservation. (Naomi W. Lede, Urban Resources Center.)	16,000	8,000

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Texas—Continued			
Texas Women's University at Denton	A Workshop Series in Problems of Young People (Ethelyn Davis, Department of Sociology and Social Work.)	$3,000	$2,000
Southwest Texas State University at San Marcos.	A Project to Upgrade Adminstrative and Service Capabilities of Local Government. (Francis M. Rich, Jr., Department of Political Science.)	15,000	2[illegible],336
Utah			
University of Utah at Salt Lake City. Cooperating institutions: Utah State University; Weber State College; Southern Utah State College; Utah Technical College; College of Eastern Utah; Snow College; Dixie College; Westminster College; Brigham Young University.	Consortium for Community Service and Continuing Education (Tony Mitchell, Executive Director of the Consortium.)	16,080	8,040
University of Utah at Salt Lake City	Training and Technical Assistance Related to Utah's Urban Problems—Phase II. (Richard Lindsay, Bureau of Community Affairs.)	30,300	15,150
Utah State University at Logan	Utah Community Progress Program Phase III (Wesley G. Maughn, Department of Sociology.)	17,850	8,925
Weber State College at Ogden	Institutional Community Service and Continuing Education Program—Phase IV. (Ruth Knight Division of Continuing Education and Community Service.)	21,070	10,535
Southern Utah State College at Cedar City.	Five County Regional Resources Development Center—Phase IV (McRay Cloward, College of Continuing Education and Community Service.)	15,838	7,490
College of Eastern Utah at Price	Continuing Education and Community Service Program for Southeastern Utah—Phase IV. (Orrin Selman, Director, Continuing Education and Community Service Division.)	6,810	3,405
Dixie College at St. George	Augmented Continuing Education and Community Service Program—Phase I. (George Rampton, College of Arts and Sciences.)	4,558	2,279
Snow College at Ephraim	Continuing Education and Community Service Program for Central Utah—Phase I. (Demont Howell, Director, Community Service and Continuing Education Division.)	5,000	2,500
Westminster College at Salt Lake City.	Special Intercommunication Program for Inner City Residents of Salt Lake City. (Helmut Hofmann, Vice President, for Academic Affairs.)		
Vermont			
Lyndon State College at Lyndonville	Leisure Service to Youth (James J. McCarthy, Park and Recreation Service Administration Department.)	4,810	2,430
The School for International Training at Brattleboro.	Foxfire Vermont (Howard Shaprio, Director of In-Service Education.)	16,815	8,225
Trinity College at Burlington	Group Homes for Disadvantaged Youth (William T. Bird, Department of Human Services.)	6,776	3,388
Marlboro College at Marlboro	Changing Land Use Patterns in Rural Vermont (Joseph Schaeffer, Department of Social Sciences.)	20,950	22,450
Castleton State College at Castleton	Public Management Impact Center (Roger G. Brown, Social Science Division Department of Economics)	11,344	13,317
Goddard College at Plainfield	Rural Health Center Implementation (John Matthew, College Physician's Office.)	23,697	14,288

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Vermont—Continued			
University of Vermont at Burlington	Teaching in the Affective Domain Chittenden County School System. (Mark Smith, Department of Education.)	$11, 942	$8, 699
Green Mountain College at Poultney	Course in the Teaching of Reading (Harriet W. McCuen, Associate Professor of Education.)	3, 236	1, 620
Virgin Islands			
College of the Virgin Islands at St. Thomas.	Legislative Modernization Conferences (Paul M. Leary, Social Sciences Division.)	7, 500	7, 500
Do	Organizational and Staff Development Training (Scott Varner, Bureau of Public Administration.)	7, 500	7, 500
Do	Environmental Education: Citizen Action on the Environment (Beverly Bandler, Projects Assistant Caribbean Research Institute.)	7, 248	6, 071
Virginia			
Christopher Newport College at Newport News.	Eastern Shore Migrant Family Service and Child Care Demonstration Program. (Lea B. Pellett, Department of Sociology.)	14, 282	7, 142
Marymount College of Virginia at Arlington.	Training Community Personnel to Identify and Aid Potential Teenage Dropouts. (Anthony J. McGinley, Department of Psychology and Child Development.)	5, 500	4, 000
George Mason University at Fairfax	Environmental Planning and Growth Issues in Northern Virginia (Barnard Joy, Education Department.)	31, 500	15, 750
Randolph-Macon Woman's College at Lynchburg.	Community Education for Regional Revitalization (Thomas W. Seaman, Department of Sociology.)	22, 598	17, 429
Virginia Commonwealth University at Richmond.	Public Safety Minority Recruitment (James P. Morgan, Jr., Professor, Administration of Justice and Public Safety.)	9, 971	5, 334
Do	Continuing Education Via Tele-lecture (Betty H. Gwaltney, Director, Continuing Education Program.)	5, 047	3, 368
University of Richmond at Richmond	Intragovernmental Planning and Decision Making (Robert J. Horgan, Director, Urban Center.)	4, 955	2, 478
Virginia Western Community College at Roanoke.	Public Service Skills Improvement (Ronald L. Coleman, Assistant Director, Continuing Education Division.)	6, 162	3, 217
Cooperating institutions:			
Dabney S. Lancaster Community College.		3, 142	$1, 455
Danville Community College		3, 142	1, 560
New River Community College		3, 142	1, 525
Piedmont Virginia Community College.		3, 142	1, 505
Wytheville Community College		3, 142	1, 674
College of William and Mary at Williamsburg.	In-service Training for Child Day Care Staff (Clyde A. Haulman, Director, Marshall-Wythe Institute.)	9, 741	5, 162
Cooperating institutions: Virginia Commonwealth University.		11, 816	5, 682
University of Virginia at Charlottesville.	A Developmental Model for the Delivery of Community Education Services. (Larry E. Decker, Mid-Atlantic Center for Community Education, School of Education.)	24, 750	22, 572
Cooperating institutions:			
Virginia Polytechnic Institute			8, 100
Eastern State University MACE Consortium.			2, 700

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Virginia—Continued			
Virginia Polytechnic Institute and State University at Blacksburg. Cooperating institutions: Virginia Highlands Community College; Southwest Virginia Community College; Danville Community College; Central Virginia Community College; Southside Community College.	Workshops for Community Leaders In Areas of Aging and Follow-up Evaluation. (Margaret A. Groseclose, Director, Extension Division.)	$22, 750	$11, 689
Virginia Polytechnic Institute and State University.	Effective Parent Training Service for Appalachian Poor Families (Thomas M. Sherman, College of Education.)	17, 280	10, 998
Do	Land: Policy Issues and Planning Problems (J. Paxton Marshall, Extension Division.)	42, 796	22, 678
Washington			
The Evergreen State College at Olympia.	North Bonneville Relocation (Russell Fox, Faculty, Urban Planning Division.)	13, 000	13, 000
Gonzaga University at Spokane	School Board Training for Paschal Sherman Indian School Board Members. (Thomas E. Connally, School of Education.)	13, 000	13, 000
University of Washington at Seattle	Career Mobility Project (Jean Rehwinkel, Department of Continuing Education.)	5, 000	5, 000
Bellevue Community College at Bellevue.	Women's Programs (Sandra Wallace, Coordinator, Women's Studies Program.)	4, 570	5, 244
Edmonds Community College at Lynnwood.	New Directions for Women (Gail L. Denton, Coordinator, Women's Programs Division.)	4, 570	4, 570
Everett Community College at Everett.	Puget Sound Women's Network (Nina B. Haynes, Coordinator of Women's Programs.)	4, 570	4, 570
Highline Community College at Midway.	Women's Program (Wendy Morgan, Coordinator of Women's Program.)	4, 570	4, 912
North Seattle Community College at Seattle.	Employment Cooperative (Cecile Andrews, Women's Programs Coordinator.)	4, 570	4, 570
Olympic College at Bremerton	Development Through Volunteerism (Steve Kager, Director of Student Programs.)	4, 570	7, 392
Whatcom Community College at Ferndale.	Focus: Opportunities for Women in Whatcom County (Lynn Blacksell, Director of Student Services.)	4, 570	4, 864
Clark College at Vancouver	Women's Program (Rayna Kline, English Department.)	5, 000	10, 512
Whitworth College at Spokane	New Curricula for On-the-Job Training (Lillian Whitehouse, Associate Director of Student Development.)	12, 000	19, 350
Western Washington State College at Bellingham.	Center for Urban Studies (Department of Urban Studies.)	35, 000	35, 524
Do	Civic Partnership (Jack Everitt, Coordinator of Community Education.)	15, 000	32, 176
Yakima Valley Community College at Yakima.	Interagency Consortium for Solving Common Community Programs. (William Sterling, Division of Continuing Education.)	10, 000	18, 321
University of Washington at Seattle	Community Education for Planning and Problem Solving (Daniel W. Shannon, Director, Division of Community and Organization Development.)	10, 000	18, 855
Do	Economic Resources Development (Ronald H. Leverett, Professor, Business and Commerce Department.)	18, 000	38, 082
Green River Community College at Auburn.	Women's Program (Delores Hyder, Department of Home Economics.)	5, 000	13, 000
Lower Columbia College at Longview	Women's Studies Program (Nancy Brochgrevink, Associate Dean of Instruction.)	4, 000	5, 939

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Washington—Continued			
Seattle Central Community College at Seattle.	Women's Program (Director of Student Personnel Services.)	$5,000	$5,818
Shoreline Community College at Seattle.	Directions for Women (Mildred Andrews, Coordinator, Women's Program.)	5,000	7,379
Skagit Valley College at Mt. Vernon	Women's Programs (Mitzi Rochester, Department of Counseling.)	5,000	9,996
South Seattle Community College at Seattle.	Women's Program (Nancy B. Andrews, Office of Continuing Education.)	5,000	5,000
Walla Walla Community College at Walla Walla.	Women's Studies Program (Donn Adams, Director of Continuing Education Department.)	5,000	6,432
West Virginia			
Fairmont State College at Fairmont	Regional Training Center for Emergency Medical Technicians (Frederick W. Schaupp, Division of Commerce.)	29,437	10,120
Concord College at Athens	Economic and Social Development for Senior Citizens and Veterans. (Dean R. Kenny, Director, Center for Economic Action.)	37,375	21,020
West Virginia State College at Institute	Kanawha Valley Partnership to Assist Local Governments (Director, Urban Affairs Center.)	13,110	58,650
Marshall University at Huntington	A Series of Practical Seminars for Senior Citizens (Paul H. Collins, Director of Community Services.)	1,918	6,600
Davis and Elkins College at Elkins	Education in Service to Appalachia (Clifford Schneider, Office of the President.)	18,847	20,852
West Virginia University at Morgantown.	Consumer Awareness Program for Senior Citizens (Dietrich L. Schaupp, Bureau of Business Research.)	15,476	10,039
West Liberty State College at West Liberty.	College Resources Applied to Local Needs (Clyde Campbell, Dean of Administration.)	26,758	5,500
Wisconsin			
Alverno College at Milwaukee	INPUT: Project for Communication Skill Development for Community Leaders. (Mary Georgia Natlock, Multi-Media Center.)	10,000	5,000
University of Wisconsin at Milwaukee	Westside Three Year Action Plan (Walter W. Stuenkel, Office of the President.)	21,000	18,742
Milwaukee Area Technical College at Milwaukee.	Targeted Environmental Self-Help Project (Donald G. Schwarz, Dean of Agriculture Business.)	6,200	3,325
Mount Mary College at Milwaukee	Community Health Role for Occupational Therapy (Margaret Mirenda, Occupational Therapy Department.)	4,050	2,185
University of Wisconsin at Milwaukee	How to minimize the Effects of Aging on Hearing (Betty Caraway Ritchie, Speech Pathology and Audiology Department)	1,513	755
Marquette University at Milwaukee	Safety on the Streets Through a Community Facilitator Training Program. (C. Michael Farmer, Continuing Education Department.)	4,687	2,495
University of Wisconsin at Milwaukee	Consumer Drug Information Service (Eleanor Vogt, Department of Community Programs.)	5,057	2,519
Do	Preventing Speech and Language Problems (George H. Miller, Pathology and Audiology Department.)	2,484	1,350
Do	High Risk Infant Followup Program—Spanish Speaking (Elizabeth Regan, Community Health.)	30,292	15,146
University of Wisconsin-Superior at Superior.	Lake Superior Basin Study (Albert B. Dickas, Director, Center for Lake Superior Environmental Studies.)	27,926	14,828
Cooperating institution: Northland College		1,728	----------
University of Wisconsin-Eau Claire at Eau Claire.	Consumer Price Index Study (Ronald Decker, Department of Business Administration.)	2,156	1,193

State-Supported Projects in Community Service and Continuing Education—Continued

State	Project title (Director)	Federal funds	Matching funds
Wisconsin—Continued			
University of Wisconsin-River Falls at River Falls.	Land Capability Analysis—A Tool for Aiding Local Government. (Samuel F. Huffman, Department of Plant and Earth Science.)	$16,080	$8,040
University of Wisconsin-Eau Claire at Eau Claire.	Recreation Education. (J. Brady Foust, Department of Geography.)	6,934	4,512
University of Wisconsin-River Falls at River Falls.	Compilation of Land Use Laws and their Legal Standing. (Bruce P. Ball, Office of Metropolitan Region Studies.)	2,795	1,415
Mount Senario College at Ladysmith.	The Effects of Copper Mining on Rusk County. (Robert E. Ware, Biology Department.)	15,796	16,439
Northland College, Sigurd Olson Institute of Environmental Studies at Ashland.	Citizen Participation Training in Land Use Planning In Ashland and Bayfield Counties. (Lowell L. Klessig, Deputy Director.)	9,871	7,488
University of Wisconsin-Eau Claire at Eau Clarie.	Growth Centers Research: Capital Investment. (Marie B. Rosenberg-Dishman, Institute of Governmental Affairs and School of Business.)	4,763	2,397
University of Wisconsin at Madison.	Community-Based Educational Counseling for Adults. (David L. Jensen, Extension Service.)	43,735	21,897
Wyoming			
University of Wyoming at Laramie.	Community Resource Utilization. (Vincent Picard, Public Administration Service.)	25,000	12,000
Do.	Local Government. (Vincent Picard, Public Administration Service.)	20,000	15,000
Do.	Mass Communications. (John McMullen, Broadcast Services.)	46,200	30,000
Do.	The School Board Member. (James D. Andersen, Office of School Services.)	3,000	1,000
Do.	Business and Industry Seminars. (William W. White, Business and Industry Extension.)	2,000	5,500

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